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THE UNIVERSITY OF ALBERTA

A MODEL FOR THE ANALYSIS OF STAFF DEVELOPMENT IN A POST-SECONDARY EDUCATIONAL INSTITUTION

by

© WILBUR JOHN COLLIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A MODEL FOR THE ANALYSIS OF STAFF DEVELOPMENT IN A POST-SECONDARY EDUCATIONAL INSTITUTION submitted by Wilbur John Collin in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The primary purposes of this study were to define staff development in developmental terms, to develop a paradigm in keeping with the definition of staff development used, and to illustrate the use of the paradigm through an analysis of case studies of staff development in two community colleges.

The thesis is divided into three parts. The first part provides the background to the study; the statement of the problem, need for and significance of the study, definition of staff development and the research design. The second part includes a review of four bodies of literature used in developing the analytical framework and a detailed description of the analytical framework. Part three includes a case study of staff development in Grant MacEwan Community College and one of staff development in Mount Royal College, each presented in both an historical and an analytical perspective. The final chapter in part three includes a summary of findings, implications of the study and suggestions for further study.

Staff development in this thesis is defined in terms of organizational self-renewal. Conceptualizing staff development in this way, led to the identification of four bodies of literature, each of which contributed one dimension to the analytical framework. The analytical framework, thus, consisted of four dimensions, each composed of three or four variables.

The initial sample of six colleges, selected from the total

number of colleges in operation in the provinces of Manitoba, Saskatchewan, Alberta, and British Columbia in 1972 was reduced to two since this was judged to be sufficient to illustrate the use of the analytical framework.

The application of the framework to each of the two cases of staff development indicated that each of the thirteen variables was operative in the staff development program at both of the colleges. Nevertheless, through the use of the framework, emphases and gaps in staff development programs at each college were identified. The analysis also indicated that the framework could be used as a framework for planning staff development activities. Thus, it seems evident that the development of this analytical framework could contribute much to the development, implementation and analysis of an integrated staff development program at a community college.

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This thesis was begun under excellent conditions while the author was a graduate student at the University of Alberta. It was written and completed, however, under some of the most adverse conditions possible, while the author was Principal at Olds College, Olds, Alberta; a job that demanded almost the total time and energy of the incumbent. As a result, there were numerous times that I though it could not be done. Yet somehow it was done.

Credit for this accomplishment goes to many. Among them are: Dr. Gordon McIntosh, who gave me the incentive to continue, and the help without which the task would have been impossible; Dr. Walter Worth, Deputy Minister (1971-76), Dr. Henry Kolesar, Deputy Minister (1976-), and Dr. Reno Bosetti, Assistant Deputy Minister, Department of Advanced Education and Manpower, who frequently encouraged me to complete the work; Mr. J.E. Birdsall, my predecessor as Principal, who approved my initial application for leave to do Ph.D. work; Mrs. K. Chesney, my secretary, who typed much of this manuscript from numerous nearly illegible handwritten pages; and last but not least, my wife Edith, who reminded me nearly daily of the incomplete task on my desk.

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TABLE OF CONTENTS

PAGE

ABSTRACT iv

ACKNOWLEDGMENT vi

TABLE OF CONTENTS vii

LIST OF TABLES xiii

LIST OF FIGURES xiv

PART I: THE BASIS FOR THE STUDY 1

CHAPTER

1 THE PROBLEM 2

ORGANIZATION OF THE THESIS 2

BACKGROUND TO THE STUDY 3

Community Colleges 3

The Current State of Staff Development in Community Colleges 9

SIGNIFICANCE OF THE STUDY 10

Introduction 10

The Need for Staff Development 11

Conclusion 20

2 THE CONCEPT OF STAFF DEVELOPMENT 21

Contributing Conditions 21

Organizational Self-Renewal 24

Staff Development as Planned Change 26

From Individual Development to Program Development Emphasis 27

CHAPTER PAGE

Staff Development as Organizational Development 29

Summary 31

NEED FOR AN INTEGRATING FRAMEWORK 32

3 RESEARCH DESIGN AND METHOD 35

The Evolution of the Research Design 35

Development of the Analytical Framework 36

The Case Study Approach 36

The Data Source 38

The Initial Sample 38

Data Collection 43

PART II: DEVELOPMENT OF THE ANALYTICAL FRAMEWORK 46

4 THE ANALYTICAL FRAMEWORK 47

A REVIEW OF RELEVANT LITERATURE AND RESEARCH 47

Introduction 47

ORGANIZATIONAL SELF-RENEWAL 48

Introduction 48

Levels of Functioning 48

Summary 51

ORGANIZATIONAL DEVELOPMENT 53

Introduction 53

Organizational Development: What Is It? 53

OD Characteristics 53

Summary 57

CHAPTER PAGE

PLANNED CHANGE 58

Introduction 58

Planned Change: What Is It? 58

Conceptualization of Planned Change: An Historical Perspective 59

A Planned Change Model 64

The Chin and Benne Model 65

Summary 67

EDUCATIONAL PROGRAM DEVELOPMENT 67

Introduction 67

Modes of Program Operation 68

Summary 71

5 THE ANALYTICAL FRAMEWORK: DEVELOPMENT AND DESCRIPTION 73

Development of the Paradigm 74

Dimension One: Needs 75

Dimension Two: Mode of Operation 79

Dimension Three: Level of Functioning 81

Dimension Four: Strategy 83

Conclusion 86

PART III: THE CASE STUDIES 87

6 STAFF DEVELOPMENT AT GRANT MACEWAN COMMUNITY COLLEGE . . . 88

AN HISTORICAL PERSPECTIVE 88

Introduction 88

Beginnings 88

CHAPTER PAGE

Administration 89

College for Everyone 91

Key Personnel 93

College Purpose 94

Unique Staff 95

Need for Orientation 96

The First Staff Development Program 97

Program Evaluation 98

A Positive Result 102

Faculty Leadership 102

The Continuing Need 103

Program Mode 104

Administrative/Faculty Leadership Conflict 106

Continued Faculty Interest 107

Toward a Comprehensive Approach 108

The 1974/75 Staff Development Program 113

Summary 117

7 STAFF DEVELOPMENT AT GRANT MACEWAN COMMUNITY COLLEGE . . . 119

AN ANALYTICAL PERSPECTIVE 119

Introduction 119

Dimension One: Needs 120

Dimension Two: Mode of Operation 124

Dimension Three: Level of Functioning 126

Dimension Four: Strategy 132

Summary 132

CHAPTER PAGE

8 STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE 134

AN HISTORICAL PERSPECTIVE 134

Introduction 134

Beginnings 134

Administrative Authority 136

First Staff Development Activities 136

University Affiliation 137

First Required In-Service Seminars 138

Growth in Program Offerings 139

Membership in AAJC 139

Beginning of Collective Bargaining 140

The Anderson Report 141

Becoming a Public College 142

Affiliation with the University of Calgary 143

Formation of a Faculty Association 143

Planning for a New Campus 143

New Leadership 145

Outside Expertise 146

Administrative Leadership 148

First Staff Development Officer 148

Move to the New Campus 151

Bate's Resignation 151

Faculty Leadership Comes Forth 152

Annual Seminar 152

Staff Development 1973-75 153

Summary 155

CHAPTER PAGE

9 STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE 157

AN ANALYTICAL PERSPECTIVE 157

Introduction 157

Dimension One: Needs 158

Dimension Two: Mode of Operation 160

Dimension Three: Level of Functioning 162

Dimension Four: Strategy 165

Summary 167

10 SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY 169

Summary 169

Conclusion 173

Implications 174

BIBLIOGRAPHY 177

APPENDIX A: WESTERN CANADIAN COMMUNITY COLLEGES 1972 194

APPENDIX B: LETTERS SOLICITING SUPPORT 197

APPENDIX C: PERSONS INTERVIEWED 201

APPENDIX D: NEWS ITEMS CONCERNING THE FOUNDATION OF GRANT MACEWAN COMMUNITY COLLEGE: EDMONTON JOURNAL 1970-71 203

APPENDIX E: STAFF DEVELOPMENT ACTIVITIES MACEWAN COLLEGE: 1974-75 and 1975-76 205

APPENDIX F: NEW STAFF ORIENTATION PROGRAM MACEWAN COLLEGE AUGUST 1974 208

APPENDIX G: STAFF DEVELOPMENT ACTIVITIES MOUNT ROYAL COLLEGE: 1972-75 218

APPENDIX H: INTERVIEW SCHEDULE 220

LIST OF TABLES

TABLE		PAGE
1	A Classification of Western Canadian Community Colleges According to Age, Size, Program Type, Autonomy and Location	40
2	Mode of Program Operation	69
3	Extent to Which each Variable of the Analytical Framework was Operative in Each of the Three Types of Staff Development Activity at Grant MacEwan Community College, 1971-75	133
4	Extent to Which Each Variable of the Analytical Framework was Operative in Each of the Three Periods of Staff Development Activity at Mount Royal College, 1910-75	168
5	Summary of Findings of Study	171

LIST OF FIGURES

FIGURE		PAGE
1	Analytical Framework	76

PART I

THE BASIS FOR THE STUDY

CHAPTER 1

THE PROBLEM

This thesis is concerned with staff development in the community college.

Staff development, a relatively recent term used to describe on-the-job training, has received increased attention in recent years, particulary since 1960; years when accountability, systems theory, evaluation and nonpunitive grading in community colleges were considered positive directions toward the future. Yet it is a concept that is not well defined, integrated or understood.

Thus, the purposes of this study were (1) to define the concept in terms of organizational self-renewal, (2) to develop an analytical framework that would aid in describing and analyzing staff development activities, programs and processes in community colleges, and (3) to illustrate the use of this framework through case studies of staff development in two community colleges in Alberta.

ORGANIZATION OF THE THESIS

This thesis is organized into three major parts. In Part I, the basis for the study is presented. Chapter 1 includes the identification of the problem, and details of the background and the significance of the study. Chapter 2 includes a discussion of the conceptualization of staff development and the need for an integrating framework. And Chapter 3 outlines the research design.

The first chapter of Part II (i.e., Chapter 4) a review of literature and research relevant to the development of the analytical framework is presented. The second chapter, Chapter 5, presents a discussion of the development and description of the analytical framework.

In Part III, the analytical framework is applied to the staff development activity at Grant MacEwan Community College and Mount Royal College over the period of study. In the first section of each chapter (i.e., Chapters 7 and 8) a historical description of the staff development activity at each college is presented. The second section of each contains an analysis of the staff development activities of each college according to the analytical framework.

The final chapter in the thesis, Chapter 10, presents the summary, conclusions and implications for further study.

BACKGROUND TO THE STUDY

Community Colleges

Identity. Post-secondary, non-university educational institutions usually referred to as community, regional, junior or two-year colleges or technical institutes (or some combination of those names), have been in operation in North America only since the early 1900's. The first such educational institution in Western Canada was founded slightly more than sixty years ago in Calgary. It is, however, only during the past twenty-five years that these colleges have grown significantly in number, size, and diversity. In so doing they have just begun to acquire their own identify, which clearly distinguishes them from both

secondary schools and universities.[1]

As of the time of completion of this study (1977) there were more than thirty post-secondary, non-university educational institutions in Western Canada. To group these institutions under one title such as "community colleges" belies their heterogeneity. Nevertheless, the term "community college" or "community-junior college" is becoming increasingly recognized and accepted as the means for identification of a "non-degree granting, public or private educational institution offering vocational-technical or university parallel studies in programs of one, two, or three years duration" (Campbell, 1971:7).

Development. During the formative years, prior to World War II, most of the colleges and technical institutes in Western Canada were primarily either "vocational schools" with their curriculum clearly tied to the secondary school program, or "junior colleges," concerned largely with first and second year university courses. Thus, these "colleges" were operated either as junior partners to universities or by provincial departments of education as adjuncts to the secondary school system. As a result, the instructional staff for these various institutions came from either the secondary school system or the universities. As a consequence, the staff were on the whole a rather homogeneous lot, having either teacher training (i.e., pedagogy) or advanced degrees in the arts

---

[1]This point is developed in Thornton, James W. The Community Junior College, Third Edition (Wiley and Sons, Inc., New York, 1972) who writes: "during the sixties the community junior college finally attained full status as a member of the higher education establishment in the United States" (preface).

or sciences and teaching experience in a post-secondary institution.

The end of the Second World War, however, saw the beginning of a new era; an era of very rapid change and technological development and great interest in education, particularly education for semi-professional or para-professional careers. In the more mature college movement in the United States, this type and level of education had become the purview of the community college. Following this precedent the number, size, and diversity of colleges in Canada grew at a rapid rate.[2]

Goals and Educational Program. The type of terminal education developed by these colleges during their period of rapid growth was of a new type, a type different from that of their formative years. It was, on the one hand, vocational--that is: education for life support--and on the other hand, avocational--that is: education for life enrichment. Thus, these new institutions were hailed by many as "people's colleges," student centred educational institutions, institutions that gave every student a second chance; met individual needs; humanized education; and were concerned with the full development of the human potential. As a result, they were seen by many as dynamic, growing, adaptable "opportunity colleges"; colleges that were at the forefront

---

[2]Prior to 1946 only five post-secondary, non-degree granting institutions were in operation in Alberta, namely the Olds and Vermilion Schools of Agriculture, Camrose Lutheran College, Mount Royal College, and The Southern Alberta Institute of Technology. During the next twenty years, starting in 1951, six new community colleges were founded, namely Fairview (1951), Lethbridge (1957), N.A.I.T. (1961), Medicine Hat (1964), and Grande Prairie (1969) (Campbell, 1971:80-105).

of education, education that made men free. Thus, they began to attract potential students and staff in large numbers.

Staff. As the colleges grew in number, size and diversity, they increasingly became institutions apart from the secondary school system and the universities, and as they increasingly emphasized education for semi-professional and para-professional careers, they increasingly employed staff with a wider and wider diversity of educational background and experience; that is, staff who were "hired not so much for the degrees they possessed as for [their] knowledge of their profession and their skill in teaching" (Campbell, 1971:8). This lack of specific education or training for the role, was borne out in a study by Tod (1969:25-26), which indicated that nearly thirty-five percent of the community college faculty in Alberta held no university degree(s), over sixty percent did not hold a teaching certificate, and over seventy-five percent had no teaching experience in a post-secondary institution prior to commencing their current employment.

In-Service Programs. During the years of rapid growth in size and diversity, staff competence, vitality, and morale were maintained largely by (a) the reduction of student/staff ratios, (b) the purchase of such costly new instructional technology as videa tape systems, instructional computers, and learning machines, and (c) the recruitment of new graduate students (M.Sc.'s and Ph.D.'s) with supposedly fresh ideas.[3]

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[3]For a more detailed explanation of "staff development through addition and substitution" see Bergquist, William H. and Phillips, Steven R., "Components of an Effective Faculty Development Program," Journal of Higher Education, Vol. XLVI, No.2 (March-April, 1975:177-211). Also see Schultz, Raymond E., "Low Turnovers Create Staff Development Problems," Community College Review, Vol. 1, No. 1 (April, 1973).

Since the early 1970's, however, all institutions of higher education have had to increasingly face the harsh realities of decreased funding, steady-state or declining enrollment, and declining faculty mobility, together with increasing demands for accountability from students, parents, and provincial and federal governments. Thus, it became evident that one of the few ways of maintaining instructional staff competence, vitality, and morale was through the development of those already employed. At the same time, the diveristy amongst both students and staff, coupled with the developing image of the college as an open-door educational institution providing high quality education (a paradox in itself according to O'Banion [1972:1])[4] became an increasing concern to college administrators. Many administrators recognized that if the colleges were to achieve their avowed purposes, all college staff would have to be exceedingly competent teachers. That is, the administrators recognized that the success or failure of their institutions rested upon the quality of the teaching staff. Thus, they began to take some positive steps toward upgrading the faculty.

In doing this college administrators came up against another problem: at that time (the late 1960's and early 1970's) few universities in Western Canada offered programs specifically designed to prepare

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[4] O'Banion obviously believes there is a direct relationship between the quality of program and the level of entrance qualifications. Thus, his assumption evidently is that since the open-door policy allows persons with all types and levels of competencies to enter the institution or its programs, high level programs cannot be offered.

Another view of the relationship between quality and quantity is that the open-door allows individuals to enter who may not have much commitment to an education. If large numbers of such individuals are allowed to enter a specific educational program, a high standard cannot be maintained or achieved.

persons for the role of teaching in a community college[5]; therefore, teacher training would have to become a part of the on-going program of the colleges themselves. It also became evident that, due to rapid change on all fronts, provision would have to be made for the continual development of all staff. Thus, during the very late 1960's and early 1970's numerous conferences were held and publications appeared concerning the need for in-service training or staff development in community colleges. Concurrently, college requests for funds for staff travel to attend conferences and workshops grew at a rapid rate.

Summary. The foregoing suggests that the community college is one of the newest types of educational institutions in Canada. It is an institution that has a mission different from that of the public school or the university; an institution wherein success is dependent upon its willingness and ability to recognize and to provide for new educational needs, for the educational needs of a new group of students in a rapidly changing society.

Thus, the success of the community college as an institution depends upon having competent and up-to-date staff. While considerable improvement has been made in both the pre-service preparation and in-service training of staff, much is yet to be done.

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[5] A review of calendars of Western Canadian universities, available in the libraries of the University of Alberta for the period 1965-75 indicated that no educational programs were offered that were purported to educate community college teachers.

The Current State of Staff Development in Community Colleges

Method of Assessment. In undertaking this study, a comprehensive review of relevant literature was made. This review included a systematic search of all periodical indexes, card catalogues and dissertation abstracts at the University of Alberta, for information about staff development. The search was made according to a number of synonyms for staff development that are used by authors, editors, and catalogues in dealing with the concept--such terms as faculty development, in-service training and in-service education, professional development, teacher improvement, teacher institutes, and continuing education.

The search also included a review of articles, publications and research documents on in-service education or staff development identified according to the group of persons to which it was directed: teachers, instructors, administrators, and support personnel in educational institutions. Thus, the review included nearly every journal article, publication, research document and occasional paper on staff development available at the University of Alberta in 1974, a total of more than three hundred articles.

Results. A similar review by Denemark and MacDonald in 1967 noted that (1) research on in-service education was disappointingly scanty; (2) it was almost impossible to identify the theoretical basis of most of the reported studies in the research literature; (3) the lack of an integrating framework has resulted in an obvious divorce of theory and practice; and (4) the state of in-service education appears

to be largely a reflection of the state of pre-service education.

The review of literature of this study indicated that while much has been written about in-service education since 1967, many of the same criticisms as those noted above could be applied. Indeed, most of the studies reported in the literature could be grouped into three areas, namely (1) the need for staff development, (2) staff development methods, and (3) guidelines for planning, developing, implementing and understanding a staff development activity or program. Most of the research studies were of a quasi-experimental nature, concerned primarily with short term, stop-gap training activities.

No research studies, journal articles or publications were found that in any significant or direct way related to or discussed staff development as an integrated, organization-referenced, on-going program.

As a result the literature is largely repetitious or non-cumulative. Consequently, it was decided that there was little point in elaborating on the summaries presented above. Nevertheless, anyone wishing further details should refer to the series of articles on staff development that have appeared in the Journal of Higher Education during the period 1971 through 1975, in O'Banion's Teachers for Tomorrow[6], and in Toward a Professional Faculty.[7]

SIGNIFICANCE OF THE STUDY

Introduction

Ever since the establishment of the first post-secondary non-university educational institutions in Western Canada in the early 1900's,

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[6](Tuscon: The University of Arizona Press, 1972)

[7](San Francisco: Jossey-Bass, 1973)

the number, size and diversity of these institutions has grown steadily. At the same time, this period in history was marked by very rapid change. During this period of rapid growth and change, colleges acquired staff members who lacked, as a result of insufficient pre-service training, the expertise (either pedagogical or academic), to make good the promise of the institutions in which they were employed to "democratize higher education," to provide an opportunity for a higher education to all those who could benefit from it, i.e., to become "A College for Everyone" in Tillery's terms (Tillery, 1970).

University programs specifically designed to prepare and develop college instructional staff for their role in the community college, were still not generally available in Western Canada in 1976. As a result, one of the best methods available to most institutions and their staff for improving instructional expertise or quality was to develop staff already employed at the institution. Thus, an analytical framework that can be used by administrators to plan, develop, implement, and evaluate a comprehensive and integrated staff development program for and at their college was urgently needed.

The Need for Staff Development

The need for in-service training or education, for continuously up-dating, up-grading and re-training teachers has long been accepted by some, if not most educational administrators. Lowry, in 1908, suggested that though principals and superintendents should not relax their efforts to secure better trained teachers, they should "give more time and attention to making good teachers of those now in service" (Lowry, 1908:12-15). Little cognizance was taken of such a suggestion,

however, because for most of the period since 1908, the educational systems in North America, particularly Western Canada, have been in a state of rapid development. As a result, educational administrators were able to "secure better teachers" through replacement and additions to staff fosters. Consequently, little attention was given to in-service staff development. Nowhere was this more true than in the community college system.[8]

As was noted earlier, however, that situation has begun to change. Since 1973 there has been a significant slowdown in the increase of both numbers and sizes of colleges. In the U.S.A. during the early 1970's, a new community college was opened at the rate of one per week. By the end of 1974 this had slowed to about one per month (Gleazer, 1974:6). In Alberta, British Columbia, and Manitoba, no new colleges were opened during the period 1971 to 1974, inclusive. Saskatchewan is only a partial exception to this trend. In late 1974, Saskatchewan announced the opening of several new "community colleges"; these created little demand for professional college staff, however, since the plan was to make use of expertise within the communities served.

As a result of this changing situation, there has been a rapidly growing need for up-dating and up-grading those already in service. Among the frequently cited reasons for such a need, in addition to those already noted, are the following:

---

[8]Atwell and Sullins (AACJC, 1973:32) suggest that "Despite the myriad problems surrounding the still burgeoning community college movement, none appears more critical than the continuing professional development of community college faculty."

--the ever-increasing rate of change

--the unique character of the community college

--the inadequacy of past (and present) staff preparation and pre-service programs

--the knowledge explosion

--the changing role of education in society and the teacher in education

--the dynamic state of educational technology.

Each of these reasons is briefly discussed and documented in the following paragraphs.

Change.

> What is new is new not because it has never been there before, but because it has changed in quality. One thing that is new is the prevalance of newness, the changing scale and scope of change itself . . . (Oppenheimer, 1969:1).

Change, growth, and development are characteristic of every living, dynamic organism and organization. Development is the organism's and the organization's response to change, and "Change is the biggest story in the world today . . ." (Bennis, 1969:1).

Development through (or as a result of) education is one of the major ways by which man is able to cope with change. Since the world (society) is changing at an ever-increasing rate, educators must find ways to keep pace with these changing conditions.

Newness of community colleges. Community colleges have been in operation in North America for a little more than one-half a century. But it is incorrect to think that growth has been regular over this span of time. The real growth of the movement did not begin until the late 1950's. In Western Canada as of 1974, less than twenty percent of the

community colleges had been in operation for more than ten years. Thus, most of these colleges in Western Canada are still in their early youth, a stage of very rapid development. During this time few operational procedures and structures are formalized, standardized or firmly established. As a result, many colleges are just now beginning to concern themselves with such considerations as staff development programs, yet developing colleges could gain much from knowing the methods and techniques (and pitfalls) of their more well-established counterparts in developing and implementing a staff development or in-service educational program.

Unique character of the community college. It is almost a cliche to note that a community college is a unique type of educational institution. Its uniqueness is little understood, however, by many individuals and groups both within the community it serves and within the college itself. Part of this uniqueness results from the fact that the college's primary concern is teaching. Cohen (1967:22) suggests that instruction is the single purpose which more than any other guides two-year colleges. Community college involvement in, and commitment to, teaching and learning overrides all supplementary goals and functions, broad and narrow.

Many authors knowledgeable about colleges (among them Johnson, Medsker, O'Banion and others) agree with the idea that the community college is a teaching, not a research institution. Thus, its effectiveness as an educational institution is dependent upon the quality of its instructional program. At the same time it can be noted that recent literature concerning the community college gives evidence that college administrators are beginning to recognize that planned programs of staff

development are a first step toward improved instruction.

Another part of the uniqueness of the community college results from the fact that it ". . . is the final link in the . . . chain of effort to democratize and universalize opportunity for college training" (Gleazer, 1971:155-156). Stewart in commenting on the development intended by the Public Junior Colleges Act 1958 noted the following:

> It was clearly intended that the colleges would seek out the needs of high school graduates for post school programs, other than university studies, and that the colleges would assume the responsibility for providing educational opportunities for those who could not proceed to the university (Stewart, 1965:43).

He proposed also (1965:39) that there is a need for "comprehensive colleges" even though it may be that in Alberta the adults who will guide the development of post-school education are not yet ready to accept the proposal of the comprehensive institution.

Fournier in Trends and Developments in the Colleges of Canada (1971:90) identified four different degrees of openness of the admission policy of Canadian colleges. He concluded by noting "we seem to follow the same pattern as in the United States . . . we do not yet agree on a common definition of the 'open door'" (1971:90).

Similarly Campbell in his book Community Colleges in Canada notes:

> Its doors are open not only to the university bound, but also to those seeking vocational training in preparation for a career. Through short courses and other programs of continuing education, it tries to serve the entire community. Accessibility, both geographic and financial, is seen as a hallmark of these colleges (Campbell, 1971:8).

Cohen (1969:201) suggests that if the community college is to carry out its ". . . avowed purpose, to give every student the best education possible, we must make teaching--the best kind of teaching--the focal point of our endeavours."

While no universally acceptable definition has been devised for "good and effective teaching," most would agree that considerable and up-to-date subject matter knowledge and skill combined with some pedagogical competence are at least concomitants of good teaching. To provide or maintain these conditions would seem to necessitate continuous staff development.

Inadequacy of staff preparation programs. While many familiar with community colleges may consider the inadequacy of pre-service training for college faculty a foregone conclusion, the deficiencies in pre-service training have not been well documented. Nevertheless O'Banion (1972:84) suggests that "with very few exceptions, pre-service programs for the training of community/junior college staff are grossly inadequate." This conclusion is based upon the many opinions (documented by O'Banion in 1972) that "there are practically no strong pre-service collegiate programs for community college staff members" (1972:84). These conclusions apply specifically to the United States' situation.

Although no specific data is available for Canada, a search of recent (1975) Canadian university calendars would suggest that it is also true in Canada. As a result, O'Banion's comment (1972:84) that ". . . available college instructors are either discipline-oriented, narrow, subject matter specialists or secondary school oriented . . ." is probably true for Canada as well as the U.S.A. So intolerable is this situation, O'Banion further suggests that some critics recommend that all available resources be channelled into programs of in-service education to be coordinated by the community colleges themselves.

Fortunately, this situation is beginning to change as a result

of the increasing number of universities (particularly in the United States) that have recently (in the late 1960's and early 1970's) commenced college instructor preparation programs such as the Master and Doctor of Arts programs in College Teaching. O'Banion suggests, however, there is little evidence that these programs are adequate for the task since many include only one or two courses directly related to community college teaching.

At the same time, Medsker and Tillery (1971:99) note that "even if the majority of college teachers were to be recruited from well-conceived special training programs, their need for staff development would continue." It seems evident also that even if the majority of future college teachers were to take such degree programs, it would be many years before these programs would have a significant effect upon the supply of appropriately qualified college teachers. In the meantime the need for in-service staff development would continue to grow.

It should also be noted that many authors concerned with the community college (among them Silberman, 1970 and O'Banion, 1972) argue that programs leading to graduate degrees do not nurture personal qualities and competencies in teachers required by the community college. These authors suggest that the most needed quality amongst community college faculty is the ability to project themselves to students as part of the humanizing process. This suggests that teachers must be prepared to reach <u>all</u> students--students whose previous academic performance ranges from A's to F's, the academically and the vocationally oriented, rich and poor, and students from all cultures. Many agree that existing senior college programs do not yet provide training or education to meet these needs.

The knowledge explosion. Numerous authors and authorities have suggested that while a century ago it took more than one hundred years for knowledge to displace itself, "within the past decade the amount of new knowledge available to serve the needs of mankind doubled" (Brickell, 1963:25). And the rate of change seems to be ever increasing so that knowledge is even more quickly being displaced.

As a result, many of the concepts, facts, and methods now considered or accepted as common knowledge by some had not been discovered, or at least validated and developed, five, ten or fifteen years ago. Obvious examples in education are the applications of the digital computer, many of the principles and methods of audio-visual instruction and many of the concepts of psychology (how people learn, fail, etc.).

Harris (1966:257) summarizes the effect of these changes on in-service education when he states:

> Times change, the pupils change, curriculum changes, situations change, and so we must have dynamic professional growth programs if we are going to have anything approximating excellence in education, now or in the future.

The changing role of education in society and the teacher in education. Prior to the 1950's in North America the primary role of education was to allow or assist the individual to obtain a job or improve his or her occupation. As a result, teaching largely involved imparting certain knowledge (facts) and skills. As a result, the teacher could teach for some considerable time without extensive up-grading or re-training. During the past ten to twenty years, with the advent of many labour-saving devices, there has been and continues to be an increase not only in leisure time but also in the energy and other resources to

make "good" use of that time.

As a result, there is a growing demand for education to help the individual to make more effective, efficient and rewarding use of his leisure. This is indicated by the rise in enrollments of the liberal arts programs and colleges during 1973-1975.[9] Education for leisure requires a dynamic, flexible approach: an approach that requires an exceedingly knowledgeable, capable, and dynamic teacher; teachers who can intelligently discuss the philosophy, sociology and psychology of education in general or relative to a specific topic.

These conditions and demands, coupled with almost instant communication of world events and new discoveries in both print and non-print forms, requires that the teacher become a facilitator of learning, rather than a dispensor of facts. To acquire this skill and maintain it requires constant development, education, re-training and up-grading.

The dynamic state of educational technology. Advances in educational technology occur so rapidly that few educators have the time to keep abreast of developments. Many of today's faculty in community colleges received their pedagogical and academic qualifications before the advent of many of the now "common" teaching aids and methods. Thus, up-dating and up-grading is urgently required.

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[9]While Canadian statistics to support this observation are non-existent, a number of articles to this effect have appeared recently in U.S. publications. For examples of this situation see "Maharishi International University Mixes Meditation and Education," Change Magazine, Vol. 7, No. 4 (May, 1975:19-22); "Women's Programs Grow up," Change Magazine, Vol. 7, No. 9 (Nov. 1975:16-22); and "Is Vocational Education the Wave of the Future?", Change Magazine, Vol. 7, No. 9 (Nov. 1975: 46-48).

Roueche and McFarlane (1970:718) suggest that "it is obvious that junior college teachers need continuous in-service training to overcome the obsolescence of teaching skills and competencies in an age that is experiencing rapid scientific and technological advances."

Many authors, however, suggest that the principal problem is not the rapidity of technological advance, but the difficulty of the associated behaviour change. So basic and complete are the changes needed, that a continuous and comprehensive approach is needed, as is indicated by Harris (1969:258):

> Thus, the basic modes of operation as professional practitioners, rooted in old habits, traditions, techniques, skills, values and interests, must be changed--a change that challenges the person to become substantially different from what he is. This is the kind of in-service education we must think about in this day and age. This is what must be done if [higher] education is to attain and maintain real instructional excellence.

Conclusion

It seems evident from the foregoing that there is need for a comprehensive, integrated, and on-going staff development program for all staff--administrative, instructional, and support--in the community-junior college. It is reasonable, therefore, to expect that all colleges have developed and implemented to some extent, a staff development program. It is unlikely, however, that any would have a total or complete program at present. Therefore, potentially all colleges should gain from the knowledge and experience of others.

CHAPTER 2

THE CONCEPT OF STAFF DEVELOPMENT

The need for staff development now seems to be part of the "conventional wisdom" of most community college administrators in North America. Much has been written recently about staff development--the need for it, methods and guidelines for the development and implementation of activities and programs, but it is clear from the survey of the literature that definitions of staff development vary widely and are totally inadequate. Thus, as Hewitt (1972:41) notes, "everybody is in favor of it but nobody has clearly indicated what they mean by it." Several conditions contribute to this state of affairs.

Contributing Conditions

First, the concept is so new (at least in community colleges) that as yet most administrators and instructors are not sure just what staff development encompasses. For some, staff development is the same as in-house or in-service training or education as typified by the one or two day sessions at the beginning of each new college year. For others, staff development is synonymous with up-grading and up-dating through short courses, seminars and workshops. For still others, staff development is primarily professional development or improvement through sabbatical leave, reading professional journals, and formal study.

Second, staff development can be achieved in many ways, through

many methods and types of activities. For example, it can be achieved through seminars, workshops, short and not-so-short courses, through meetings, work experience, travel, reading and so forth. These activities may be unrelated except through their overall objective (e.g., to up-date subject matter knowledge), or they may be organized into a more or less comprehensive program (i.e., a group of activities with a common purpose such as to up-date the staff member in instructional technique, subject matter knowledge and evaluation technique).[1] In either case the activities are still considered by many to be staff development.

Third, these activities may be undertaken for many reasons: to remove pre-service deficiencies or to improve the practitioner's effectiveness through helping him or her to better understand the role and function of the organization or to better understand the clientele. Staff development activities may be engaged in by instructors to improve their academic competence or for a host of other reasons. As a result, staff development activities may focus upon a specific problem such as individual teaching or administrative competence, or subject matter up-to-dateness; or group activities such as team teaching, communications, cooperation, institutional planning and the like.

Fourth, staff development may be undertaken by staff as

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[1]A staff member might engage in a variety of activities, each designed to up-date his competence in subject matter; another staff member might engage in a variety of short courses each designed to improve his competence in a different aspect of his job. The first series of activities are related by their purpose (i.e., up-date), the second are related to their type (i.e., short courses).

individuals or as groups. The groups may be homogeneous or heterogeneous; that is, they may be composed of any mix of instructors, administrators, and professional support personnel.

Fifth, the initiative for up-grading, up-dating, re-training, orientation, or refreshing may come from the staff member (the participant) himself or from his supervisor or employer. The participant may be active or passive in his involvement in the initiation, development, and implementation of the developmental activity. And, participation may be compulsory or voluntary.

As a result of one or more of the above factors, reinforced by the lack of an integrating or organizing framework, staff development in most colleges currently is composed of a collection of activities each intended to contribute to the development of the individual, the program, and the organization.

One of the reasons so little has been accomplished in years past, suggests Knezevich and Murphy (1968:224) is the fact that so many assume some, but no one total responsibility for in-service activities. One of the major reasons this is so, note numerous authors, is that few understand just what staff development is or should be. Thus, one of the most productive ways of beginning to resolve this problem seems to be to attempt to define or delimit the concept: staff development. In so doing, an attempt will be made to define staff development in terms of organizational self-renewal. First, however, a clarification of two key terms.

In-service education vs. staff development. Good, in the Dictionary of Education (1973: Third Edition), makes a clear distinction

between in-service education and staff development. He defines in-service education as: ". . . efforts to promote by appropriate means the professional growth and development of workers while on the job" (1973:294). Staff development is defined as: "all efforts of school officials to recruit, select, orient, assign, train or reassign staff members to provide the best possible staff for the operation of the school" (1973: 448). Thus, staff development, according to Good, would include both staffing (in the traditional sense) and in-service education as it is defined by others.

Few authors make the distinction that Good does. Most authors tend to use the terms synonymously; staff development being simply a new term (a term popularized by such notables as O'Banion, Zion, Harris, and others) for in-service education.

For the purposes of this thesis the term staff development is used exclusively to refer to both in-service education and staff development.

Organizational Self-Renewal

In developing the concept of the self-renewing organization, Williamson (1975:357-58) notes that while:

> . . . the bureaucratic form of organization can claim major responsibility for the dramatic individual or social gains in living standard that this country has experienced during the past century . . . one of the most severe weaknesses of bureaucratic organizations has always been their inability to deal flexibly and appropriately with change.

Yet it was the efficiency, effectiveness and stability of bureaucratic organizations that resulted in the tremendous development and change that is characteristic of our society today. And so the use of bureaucracy has led to its own demise.

Williamson (1975:358-59) further notes, however, that:

> . . . accelerating change in our society has not only brought on the growing realization of the dysfunctional characteristics of bureaucracies, but has advanced new concepts of organizational health . . . .

This concept of organizational health is that developed by Clark (1969:282) in which he defined a healty organization as one in which two basic but diverse requirements are met--maintenance of the status quo and growth.

Organizational status quo (as will be noted later) is maintained largely through an organization functioning at the level of operations and regulation, while organizational growth is the result of functioning at the levels of learning and consciousness.[2]

The ability of an organization to grow is provided by the level of learning. "It is the capacity of the organization to be 'self-organizational' that characterizes its functioning at the level of learning" (Williamson, 1975:364). As a result, the organization is able to breakdown old behavioural and organizational forms and develop new arrangements. It is at this level that the critical role of in-service training is tied to the congruence that must exist between personal and organizational growth. In-service training therefore not only develops internal variety, but also increases the organization's capacity to deal with its environment. Thus, organizational self-renewal is brought about largely through staff development.

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[2]For a more complete explanation and description of organizational self-renewal see: Williamson, John R. "The Inquiring School: Toward a Model of Organizational Self-Renewal," (The Educational Forum, Vol. XXXVIII, No. 3 (March, 1975:353-371), and No. 4 (May, 1975:393-410).

Staff Development as Planned Change

Many of the early writers about in-service education referred to in-service education as "planned activities" during the service or employment of the individual(s) involved, which have as their purpose the development of the individual, the program, or organization. These authors frequently noted that in-service education is more than just change; it is a strategy for planned change. Corey (1957:1) in the introduction to Chapter One of the Fifty-sixth Yearbook of the National Society for the Study of Education suggests that:

> . . . attention in in-service education is centred upon planned programs in some contrast to the various activities in which teachers and others might independently engage in order to improve themselves.

He suggests, however, that this does not depreciate the value of independently undertaken activities for professional improvement, but that "planned programs in in-service education, in the judgment of the yearbook committee, are essential to adequate professional improvement of school personnel" (1957:1). Throughout the remainder of the publication, the various authors emphasize planned programs for staff development.

In a similar manner, Harris (1969:16-19) notes that "in-service education is a process of planned change" and clearly distinguishes it from:

> . . . historical events, environmental events, maturation of people and programs, innovations, new and obsolescent buildings, and other cause-effect chains in progress at a point in time [which] will result in an altered state at a later time.

This later condition he terms organizational drift and identifies it as unplanned change.

This emphasis upon staff development as a planned, structured program is the focus of several recent authors also. For example, Hewett proposes (1973:41) that we regard in-service training as ". . . any structured educational experience undergone by a teacher-in-service." Similarly O'Banion (1973:29) defines staff development as ". . . a program consciously undertaken and carefully planned to help all members of the college community realize their potential."

From Individual Development to Program Development Emphasis

Historically, a major thrust of most staff development activities was towards the completion of preparation or pre-service programs.[3] For example, Tyler (1971:13) suggests that over the past 125 years, the major emphasis in in-service education was "remedying gross deficiencies in the pre-service preparation of teachers."

In a similar way, Richey (1957:32), in discussing in-service education programs for teachers in the school system, noted that in-service programs during the late 1800's and early 1900's were directed toward the correction of the most obvious defects of teachers, i.e., inadequate command of subject matter to be taught and lack of professional skills."

Tyler (1971:13-14) in comparing in-service education of the present (1971) to that of the past 125 years makes almost total reference

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[3]For a more detailed analysis of the growth of in-service education of teachers see Tyler, Ralph W., "In-service Education of Teachers: A Look at the Past and Future" in Improving In-service Education, (ed.) Rubin, Louis J., (Boston, Allyn and Bacon, Inc., 1971). See also Richey, Herman G., "Growth of the Modern Conception of In-Service Education," The Fifty-Sixth Yearbook of the National Society for the Study of Education (Chicago, The University of Chicago Press, 1957)

to the improvement of "the individual." For example, he notes "in-service education continues to be one avenue by which an individual teacher's [emphasis mine] personal interests and needs are served." He notes, however, that one of the major changes in the purpose of in-service education since 1930 has been ". . . to aid the school in implementing new educational programs by helping teachers acquire understanding, skills, and attitudes essential to the role they are to play in the new program" (1971:14). Thus, the emphasis has begun to change from the individual in the organization to the organizational activity or purpose when he notes ". . . in-service education of tomorrow will place great emphasis upon helping teachers acquire what is perceived by school leaders to be essential to the implementation of the plans of the school system" (1974:14).

The need for in-service education relating to implementing new programs is a major concern in the community college as O'Banion (1972: 101) notes:

> With increasing new developments in curriculum, instructional technology, organizational patterns, facilities, and equipment, and teaching-learning styles, . . . it is imperative that staff in the community college have opportunities to learn about and to adapt these innovations to their situations.

He further notes that "in-service education should be strongly supported because it provides the best opportunity for community-junior colleges to renew and expand their programs" (1973:19). In another publication he suggests that "improved personal development leads to improved program development" (1972:102).

A survey of Florida Community College faculty and administrators in 1974 indicated that "of sixteen competencies listed, highest priority

in terms of need for staff development activities was given to student instruction and instructional effectiveness" (Wattenberger and Carpenter, 1974:30). Thus, staff development for program improvement and development is essential to the community college. Zion and Sutton (1974:41-42), however, note that "curriculum development and student, faculty and administrative development cannot be separated from one another." Thus, they suggest that programs for staff development should resemble in purpose, planning and procedure the best teaching-learning models for student development. As a result, staff development may be seem not only as a method or process of educational program development, but also as an educational program in itself.

Staff Development as Organizational Development

Some recent definitions tend to place major emphasis upon the individual in the organization or the individual vis-à-vis the organization. For example, Giles, keynote speaker at a College Administration Project Workshop in 1972, identified the needs and reasons, the objectives, and the expected outcomes of staff development almost totally in terms of improving the relationship between the staff and the institution, and in terms of improving the achievement of the institution's goals. One of the reasons for staff development that he noted was "to create situations and understandings whereby an individual can best achieve his personal goals by directing his efforts toward the objectives of the institution" (1972:7). One of the significant objectives of staff development he noted was "to provide an opportunity for discussing relationships between individual goals and institutional goals" (1972:8).

And an expected outcome of staff development he noted was "that by providing institutional frameworks within which to work, the individual will be freed to be creative" (1972:9).

In a similar way, Zion and Sutton (1973:42) suggest that staff development is ". . . an interactive process whereby individuals explore beneficial relationships with the organization" and ". . . the planned allocation of resources based on individual interests and institutional goals." Parsons (1974:231) suggests that since development has succeeded growth[5] in the community college, staff development must become ". . . a process of defining and developing commitment to institutional goals while maintaining individual vitality and stimulation."

That this is increasingly becoming a focus of staff development is illustrated by several recent articles. Richardson, in discussing staff development (1975:303), noted that "college administrators need to understand staff development as an integral part of the total process of organizational development." Organizational development (as is explained in Chapter 4) is the name being applied to total-system, planned change efforts for coping with the changing conditions organizations face today.

Berquist and Phillips (1975:177) suggest that:

> . . . faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus become essential to faculty development. It is only through such a comprehensive approach that efforts toward improvement can have lasting impact.

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[5]Parsons uses the term development to refer to an improvement in the quality of a college's program or its personnel, and growth to refer to the increase in the number of participants in a college or the number of college employees.

Much of the interest in developing the organization through staff development no doubt has come about in the community college not so much by an advancement of the theory and practice of staff development as by necessity, necessity created by steady state or declining enrollments and finances, reduced faculty mobility and increased demands for accountability coupled with the view of the community college as a dynamic, innovative institution. As Richardson notes (1975:306), "the times demand leadership which encourages staff development." He concludes in this way:

> If we are to achieve institutions responsive to the new concerns of the seventies, we must find ways of changing the beliefs and behaviours of existing staff members. The concept of staff development within the context of organizational development points the way to a process which can remove much of the guesswork about how to proceed (1975:310).

Summary

The foregoing would suggest at least three dimensions of staff development, namely:

1. staff development as a process, program, or strategy of planned change;
2. staff development as an educational program, in which organizational members engage during their term of employment; and
3. staff development as an activity directed toward the improvement in organizational effectiveness, efficiency, or functioning.

As a result, it seems reasonable that insights into staff development can be gained from a review of four bodies of literature, namely those related to (1) planned change, (2) educational program development, (3) organizational development, and (4) organizational self-renewal.

NEED FOR AN INTEGRATING FRAMEWORK

One of the major reasons for a lack of information and research on staff development seems to be the lack of an appropriate conceptual framework. Hewett (1972:42) noted that the very profusion of in-service provisions without an organizing structure has given rise to the term "the in-service jungle."

Early workers and writers in in-service education, make no mention of any theoretical basis for staff development. Staff development seems to have been something like motherhood, a foregone conclusion. Harris (1968) in one of the first major works on staff development (in-service education, he called it) devotes one chapter (Chapter 2) to searching for a conceptual framework. The result of this search seems to be the rather insipid discovery that "the intent of in-service education is to change instructional practices by changing people" (1968: 17). While this "discovery" does not convey our thinking very far, it is useful in that it presents or identifies an approach to models for the analysis of staff development activities, the approach being that of planned change. Thus, it provides a beginning point, a point of reference.

More recently Ciccone (1969:12) proposed a four stage guide to developing staff development activities. The four stages were: planning, staging, evaluating, and follow-up. Each of these four stages included a set of guidelines which appear to be generalizations from recent social science research, and are repeated here.

> Planning for activities should be individually-based, problem-oriented, goal-directed, time-factored, and participant-controlled.

> Staging of activities should include early establishment of direction (leadership), flexibility, maximum interaction of participants, and periodic feedback.
>
> Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflections immediately following the activity, be comprehensive, allow for individual flexibility, and lead to planning and direction.

One can note from the above, that this model in fact contains only three stages, since evaluation and follow-up are treated as one.

Blowers (1971:13) suggested that one of the most promising approaches to staff development was "to consider staff development as a part of organizational development." An attempt at using this approach was made by Bergquist and Phillips in 1975. In this discussion of "components of an effective faculty development program," Bergquist and Phillips propose a model based upon "the assumption that significant changes must take place at three levels: (a) attitude, (b) process, and (c) structure" (1975:182). These three levels are identified in the model as dimensions and are renamed (a) personal, (b) instructional, and (c) organizational. Each of these dimensions are essentially identical to what earlier authors identified as methods or guidelines (e.g., micro teaching is a component of the instructional dimension and interpersonal skills and training is a component of the personal dimension). Nevertheless, it is one of the first attempts noted in which the author identifies and categorizes a number of dimensions of staff development. Therefore, it is useful in developing a more complete definition or model of staff development.

In a similar way, Toombs (1975:701-717) identified a three-dimensional view of staff development. The three dimensions he

identified were the professional dimension which is concerned with academic freedom, individual autonomy, and disciplinary competence; the curricular dimension; and the institutional dimension. Another attempt to develop an organization-based conceptual model for staff development was that made by Richardson (1975:303-311). In this case the first two stages of a five-stage cycle of organizational development were identified as staff development. The first stage, individual and group learning experiences, consisted primarily of attendance at professional meetings, workshops, and seminars, professional reading, and use of a change agent. Stage two, "application," consisted of applying in a controlled situation what was learned in the workshop or seminar. Stages three and four were concerned totally with organizational structure and goals. Thus, a relationship between staff development and organizational development was identified but not much more.

This review of the development of an integrating structure for staff development would suggest that it is evident that at this point in time, there is a great need to develop a more complete, integrating, conceptual framework which can be used to describe and analyze staff development activities, programs and processes. Such is one of the major purposes of this study and it is to this end that part two of this thesis is directed.

CHAPTER 3

RESEARCH DESIGN AND METHOD

The Evolution of the Research Design

The initial intention of the author was to prepare a series of six case studies on staff development, one for each of six community colleges broadly representative of the community college systems in Western Canada. From the six cases, the plan was to develop an analytical framework by which the staff development programs of the six colleges could be analyzed and the staff development programs of the six colleges compared. It was expected that this would result in some insights into staff development in community colleges and at the same time provide an indication of the state of the art of staff development in the community college.

It became evident early in the study, however, that (1) the concept staff development was not well defined, much less understood, and (2) that in order to develop meaningful case studies an "analytical framework" was necessary. Thus, a decision was taken after nearly one year of preliminary work, to develop the framework first from a review of relevant literature, and to reduce the number of cases to two which would provide sufficient material to illustrate the use of the framework. As a result, the initial sample of colleges was different from the final sample and the final result slightly different from the initial plan.

Thus, this study consisted of four main parts, namely

(1) identifying the topic of study, (2) conceptualizing staff development in terms of the self-renewing organization, (3) developing an analytical framework, and (4) illustrating the use of the analytical framework through case studies of staff development in two community colleges in Alberta.

Development of the Analytical Framework

The development of the analytical framework involved essentially three stages, namely (1) defining and delimiting the scope of the concept staff development, (2) reviewing and analyzing four bodies of literature, identified by the definition, for dimensions or variables that would lend themselves to the development of the framework, and (3) developing and describing the framework.

The four bodies of literature reviewed were those related to (1) organizational self-renewal, (2) planned change and planned change strategies, (3) organizational development, and (4) educational program development. In each case a comparatively small number of publications of reasonably well known authors were reviewed for the above noted purpose.

The Case Study Approach

The case study approach is a well accepted method of research in most of the social sciences. Yet it is only recently that it has been used in research in education. Thus, the format for case studies in education is not well established. One format that is becoming increasingly recognized is the research case study.

The research case study approach was used to study staff

development programs at each college. Lombard (1968:246) suggests that:

> The research case has two parts, often but not always editorially separate. The first is descriptive of the total observed situation or some carefully specified aspect of the total situation . . . .
>
> . . . The second part of the research case is simply analytical and diagnostic of the forces operating in the situation.

The specific approach to the study of staff development in the two colleges selected for this dissertation might be termed "sequential-time dimension" or "sequential-depth dimension." The first of these, according to Ready (1968:243) is a case study involving a series of mini-cases or vignettes showing the chronological development of a set of events, while the second is a series of mini-cases or vignettes showing progressive levels of development in a set of events. Using a combination of these two approaches the staff development program at each college was traced from the foundation of the college to the end of June, 1975, noting key events, activities, and people involved in the development of the program.

Lombard (1968:246) suggests that "the focus of a research case is in the present and on the forces at work in the present." Typically a case is developed as the events occur. For the purposes of this study, however, this was not completely possible; thus, the early part of the case was obtained through interviews with staff who had been employed at the institution for a considerable amount of time (up to twenty-five years in one case), or who had been involved in the staff development activities at the college.

Moully (1970:347) suggests that the purpose of the case study is "to identify the antecedents responsible in a direct or indirect 'causative' way for the occurrence of . . . the event, the activity, or

the situation." Walton suggests that "the case study can attend to aspects of a change program which other methodologies cannot: namely, processes of change and of change interventions" (1972:76). Since staff development has been defined by some as a process of planned change, it seemed appropriate that a case study approach be used.

Walton (1972:77) further suggests that one of the potential advantages of the case study is that:

> . . . the role of personal styles (preferences, strengths, weaknesses, and biases) of the actors in a system of planned change can be appreciated . . . . The primary attribute of a case study which takes advantage of this possibility is obvious. It includes sensitive descriptive material about particular human beings who were central to the change process.

Since staff development has been defined in this study as a planned change program designed to change not only individuals but also programs and organizations, it again seems appropriate that the case study method be used.

The Data Source

The initial population for this study included all the publicly supported post-secondary non-university educational institutions that were in operation in Manitoba, Saskatchewan, Alberta and British Columbia in 1972-73. Appendix A provides a complete list of community college identified by the Association of Canadian Community Colleges in 1972.

The Initial Sample

For the purposes of this study, the colleges listed in Appendix A were classified according to five criteria, namely, age, size, program type, relative autonomy, and location. These five criteria were selected on the basis that they were readily identifiable variables that

would aid in obtaining a representative sample of colleges in Western Canada, and because each bears a likely relationship to the nature and scope of the staff development function, as outlined below.

Age. Each college in the sample studies was selected according to its age; it seemed reasonable that the degree to which the staff development program or process had been developed would have been affected by the number of years the college had operated.

As was noted earlier, community colleges have been in operation for a relatively short period of time in Western Canada. It should be noted also that most of the older colleges have undergone major program revisions during the past fifteen years (i.e., between 1960 and 1975). Consequently, for the purposes of this study, community colleges established for less than five years were identified as young, and those established for five to ten years, as middle age, and those established for more than ten years, as old. All colleges in Western Canada were classified according to age in Table 1.

Size. Each college in the sample was selected according to its size, since it seemed likely that the extent and possibly the variety of staff development activities at the college would be related to the college size.

While considerable discrepancy exists as to the unit(s) for determining college size, one of the most common measures today is student enrollments (either as actual enrollments by name or headcount, or as full-time equivalents). Using these units, colleges in Western Canada, in 1972-73 varied in size from less than 300 to over 5000 students.

Table 1

A Classification of Western Canadian Community Colleges According to Age, Size, Program Type, Autonomy and Location

College	Age in Years			Size in Nos. of Faculty			Program Type		Autonomy		Location	
	5	5–10	10	50	50–150	150	Career	Univ.	Cent.	Local	Near	Far
B.C.I.T.		*				*	*		*		*	
Camosun	*			*				*		*	*	
Capilano	*				*			*		*	*	
Cariboo	*			*				*		*		*
Douglas	*				*			*		*	*	
Malispina	*			*				*		*		*
College of New Cal.	*			*				*		*		*
Okanagan	*			*				*		*		*
Selkirk		*		*				*		*		*
Vancouver City Col.		*				*		*		*	*	
Fairview		*		*			*		*			*
Grande Prairie Col.		*		*				*		*		*
Grant MacEwan Col.	*			*				*		*	*	
Lethbridge Com. Col.			*		*		*			*	*	
Medicine Hat Col.		*		*				*		*		*
Mount Royal Col.		*			*			*		*	*	
Red Deer Col.		*		*				*		*		*
Olds College		*		*			*		*			*
Vermilion College		*		*			*		*			*
N.A.I.T.		*			*		*		*		*	
S.A.I.T.			*			*	*		*		*	
Sask. Tech. Inst.			*		*		*		*			*
S.I.A.A.S. (Sask.)		*			*		*		*		*	
Assiniboine C.C.		*			*		*		*			*
Keewatin C.C.	*			*			*		*			*
Red River C.C.			*			*	*		*		*	

Source: Survey of Colleges, College Administration Project, Department of Educational Administration, University of Alberta, 1972.

It seemed that a more appropriate measure of size for this study, however, would be the number of full-time and part-time faculty employed by the college. Using this measure, colleges in Western Canada varied in size from less than thirty to over three hundred faculty members. Thus, for the purposes of this study, colleges with less than fifty faculty were classified as small, those with fifty-one to one hundred and fifty faculty, as medium, and those with over one hundred and fifty faculty, as large. A classification of community colleges in Western Canada according to this criterion is presented in Table 1.

Program type. Each college in the sample was selected according to two major program types, since it seemed reasonable that the program type would have a major influence upon the level of academic preparation of the staff and thus would bear some logical relationship to the need for or interest in staff development.

The five major types of programs offered by community colleges identified by many authors (Harlacker, Cohen, Myran, Medsker) include:

1. career, technical/vocational, or terminal programs,
2. university transfer or parallel programs,
3. general education or liberal arts programs,
4. continuing and adult educational or community service programs, and
5. guidance and counselling services.

While most colleges in Western Canada provide three or more of these main types of programs and services, each college can be identified according to one or two main programs offered. For example, the Institutes of Technology generally emphasize technical and vocational or

career programs, while the junior colleges emphasize university parallel or transfer programs. Thus the colleges in Western Canada were classified in Table 1 according to their relative emphasis upon career or transfer programs.

Relative autonomy. Relative autonomy here refers to the freedom the college has in making decisions relative to the allocation or re-allocation of resources for staff development. The two levels of autonomy identified were (1) central, i.e., direct control by a government department as in the case of the provincially administered community colleges in Alberta, and (2) local, i.e., under a Board of Governors. Thus, all colleges in Western Canada were classified in Table 1 according to relative autonomy.

Location. The extent to which a staff development program is developed in a particular community college may depend to some considerable extent upon the proximity of professional level evening or continuing education courses (i.e., the proximity of a university), and the proximity of other staff development activities through a variety of agencies (school boards, other colleges, community organizations, and the like). College staff who work and live in large cities which include a university have a much greater opportunity for professional development than those not so located. Thus is seemed reasonable to classify all community colleges in Western Canada according to their proximity to a university (near or far).

The initial sample of six colleges was drawn from the population listed above such that the sample included at least one college from

opposite ends of each of the five criteria continua. This would allow a comparison between at least two community colleges according to each criteria. The sample of colleges selected were:

1. Keewatin Community College, The Pas, Manitoba.
2. Saskatchewan Technical Institute, Moose Jaw, Saskatchewan.
3. Southern Alberta Institute of Technology, Calgary, Alberta.
5. Cariboo College, Kamloops, British Columbia.
6. Grant MacEwan Community College, Edmonton, Alberta.

The final sample. Early in the study it became apparent that to include case studies of staff development in six community colleges was not necessary because of the changing emphasis in the study; with the changing emphasis the larger number of colleges would not contribute significantly more to the analysis than would a smaller number. Thus, the decision was taken to reduce the sample to two colleges, since this would be sufficient to give a reasonable illustration of the use of the paradigm. The two colleges selected were Grant MacEwan Community College in Edmonton, and Mount Royal College, Calgary. These two colleges were selected because (1) considerable data had already been collected relative to their staff development programs, (2) they were both close at hand to facilitate the collection of additional data, and (3) they were sufficiently different (i.e., different according to at least three of the criteria for selection as shown in Table 1) that useful comparisons could be made.

Data Collection

Data for each of the case studies was collected through semi-structured interview with a limited number of college personnel, personal

communication with college staff, and a review of relevant college documents. Personnel to be interviewed were selected according to two criteria, namely, (1) position, and (2) reputation and/or involvement in staff development. As a result, the interviews included (1) the college president, (2) several second or third echelon administrative staff (e.g., vice-presidents, and department or division heads), and (3) several instructional staff.

Interviews of college staff were arranged through a personal letter addressed to the institutional head (see Appendix B for a sample), briefly outlining the purpose and significance of the study and requesting assistance. An affirmative reply (as was the case for all colleges) resulted in a follow-up through direct contact, a brief meeting with the chief executive officer to explain more fully the purpose and significance, the staff involvement, and the type of information required. Following this meeting, arrangements were made with individual staff members for an interview at their convenience. These interviews were conducted during the period July 1973 to June 1975.

The interviews were conducted according to an interview schedule prepared for this purpose (Appendix H). The actual interviews were all audio-tape recorded and later transcribed so that direct quotations could be made. In all but two cases, the interviewees gave permission to be identified in quotations where appropriate.

College documents reviewed included (1) the college calendar over a period of years, but up to the end of the 1974-75 college year, (2) college operating budget information, (3) annual reports of the college and/or the governmental department or commission responsible for the

college, (4) occasional papers, position papers, and research reports relevant to the nature and scope of staff development at each institution, (5) proceedings of and personal notes taken at workshops and conferences during the period of 1970-1974, at which the operations of Alberta community colleges were discussed, and (6) minutes of meetings of relevant college committees (e.g., Staff Development Committees and Academic Council at Grant MacEwan College, 1971-1973).

PART II

DEVELOPMENT OF THE ANALYTICAL FRAMEWORK

CHAPTER 4

THE ANALYTICAL FRAMEWORK

A REVIEW OF RELEVANT LITERATURE AND RESEARCH

Introduction

In conceptualizing staff development in Chapter 2, it was noted that staff development was an organization-wide planned change effort designed to build into the organization the capacity for self-renewal through developing its members. Thus, it seemed evident that key insights into staff development could be gained from a review of four bodies of literature, namely those related to (1) organization self-renewal, (2) organizational development, (3) planned change, and (4) educational program development. The purpose of this section is to review each of these bodies of literature to obtain insights that will aid in the development of an analytical framework for staff development.

The amount of literature in each of the four areas of concern is very large; nevertheless, a limited number of substantive pieces of literature by well known authors were reviewed in search of concepts which would, on the one hand give form and substance to the idea of staff development as organizational self-renewal and, on the other, yield the dimensions for a suitable analytical framework.

ORGANIZATIONAL SELF-RENEWAL

Introduction

As was noted in the previous section, staff development in this thesis is defined in terms of the self-renewing organization. That is: staff development is seen as one of the major ways in which an organization can continually renew itself. Thus, to understand staff development, an understanding of organizational self-renewal is necessary. One of the more recent and most complete conceptualizations of organizational self-renewal is that developed by John Williamson (1975) in which he describes the acitivty of a self-renewing organization in terms of "levels of functioning" or "inquiry."

At the outset it should also be noted that Williamson was primarily concerned with developing the capacity for self-renewal through developing the individuals in the organization. The organization's ability to renew, innovate, and grow, noted Williamson (1975:360):

> . . . will develop upon the creation of an environment, which encourages the individuals in the organization to develop, generate, and maintain a personal integrity and autonomy which complements interdependence; to be open and flexible; to grow professionally; and to participate in setting goals and reviewing them.

Levels of Functioning

Williamson (1975:362) suggests that:

> . . . an inquiring organization can be thought of as deliberately and effectively functioning on four interdependent levels: the level of operations, and three higher order 'inquiry levels' of regulation, learning and consciousness.

The function of the first two levels is to maintain organizational stability in either an equilibrium or homeostatic sense through the adjustment of behaviour within the organization with respect to the

solution of problems in response to feedback about past performances. The function of the second two levels is to maintain organizational viability in a radically changing environment.

The level of operations is the basic level at which the organization carries out the activities for which it is socially responsible and the level at which organizational policy is ultimately implemented. Operations level activity in a post-secondary educational institution would include the provision of career-oriented educational programs that are consistent with the institution's mandate. For example, an Agricultural College would offer programs that provide training for farming.

The primary function of the level of regulation is to monitor the activities of the operations level and to make adjustments in the operations based upon feedback in reference to the established goals of the organization. Change, at this level, occurs only through the adjustment of behaviour within the established organizational structure.

Activity in a post-secondary educational institution functioning at the level of regulations would include monitoring the employment of graduates to assess how well they are accepted into the job market, by how fast they obtain relevant and suitable employment and how fast they advance in their chosen careers, and making alterations in the program in question based upon information fed back from the monitoring system. Changes that might be made would include lengthening or shortening the program, deleting or adding courses, or adding a work-experience portion to the program.

An organization functioning at the levels of operations and regulation will arrive at a dynamic, homeostatic stability. While it is

necessary for an organization to have stability, the inquiry system must contain specific processes to prevent stagnation of organizational goals. Thus a third level of functioning is necessary, that is: the level of learning. The capacity of an organization to learn is dependent upon (1) the amount of non-committed resources available for reallocation, (2) the nature and diversity of the resources, (3) the degree to which relevant resources outside the organization are accessible, (4) the openness of the organization to the environment, (5) the mechanisms within the organization for sifting, communicating, and preserving its internal experience, and (6) the decision-making procedures available for seeking out, selecting and employing information generated both internally and externally. Thus, at this level of functioning the organization is able to ". . . restructure itself, reorganize its priorities and to change its organizational goals on the basis of information both from within and outside the organization" (Williamson, 1975:367). The purpose of these changes is to maintain the capacity of the organization to accomplish its mission.

One of the critical resources that an organization has for generating internal variety, for interpreting the environment to the organization, and dealing with information generated both internally and externally, is its staff. Thus, staff development is directly tied to organizational self-renewal at the level of learning.

The levels of operations, regulation, and learning provide the capacity for the organization to remain internally dynamic and viable in a changing environment, but does little to protect the organization from becoming irrelevant and obsolete in society. This occurs at the

level of consciousness. The level of consciousness allows the organization to constantly define, redefine, and create its role in society. The key criterion is relevance; the organization must remain relevant to the society in which it operates. Thus, the focus of benefit at this level is moved from the welfare of the organization to society itself. One way in which an organization does this is by projecting its image into the future to prepare for change that has not yet occurred.

Consciousness also involves dealing with messages about changes in structural parts of the system, their relationship to each other in determining the behaviour of the organization as a whole, and the relationship between the organization's behaviour and change in society. Consciousness requires that an organization function with respect to itself as a participant-observer in society.

Summary

Staff development in the community college may be seen as occurring at each of the four levels of functioning detailed above. For example, staff development at the level of operations might include up-dating and up-grading the academic and pedagogical expertise of staff members so they can do a better job of teaching or administering and thereby make it possible for the college to more completely accomplish its purpose.

Staff development activities at the level of regulation might be directed to helping staff in a college develop the expertise or ability to more accurately assess the progress of students, and thereby make changes in the courses or instructional methodology that would reduce failures or dropouts. In so doing the college could better achieve its goals.

At the level of learning staff development activities may be directed to improving communications within the college or between the college and its community, thereby assisting the college to change or modify its programs to graduate more competent potential employees. Staff development activity at the level of learning may also be directed toward familiarizing staff with changes in technology and teaching methods in their area of responsibility. Included might be courses, workshops, and seminars on such topics as the use of educational TV, or the digital computer, activities designed to up-date or up-grade the teaching staff so they may more effectively and efficiently fulfill their role in the organization.

Staff development activities at the level of consciousness might include studies of demographic or social futures, studies of changes in government policies relative to the purpose of education or the role of post-secondary educational institutions, thereby making it possible for the college to adjust its goals, operations, and programs so that it can continually meet the needs of a changing society.

These illustrations indicate that the four levels of functioning identified by Williamson can be useful in describing and understanding staff development in the community college. Therefore, these four levels of functioning will be used as one dimension of the analytical framework of this study.

ORGANIZATIONAL DEVELOPMENT

Introduction

An educational institution such as a community college is a labor intensive organization. Any demand for change upon the total organization, or any part of it, will have a significant effect (cause or result in a demand for change) upon its staff. Thus, in a community college, staff development is significantly related to organizational development. As a result, some insight into staff development can be gained from a review of the literature on organizational development.

Organizational Development: What Is It?

Bennis, a well-known writer on organizational development (or OD as it is frequently called), suggests that:

> . . . organizational development is a respone to change: a complex educational strategy intended to change its beliefs, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself (1969:2).

Beckhard, another OD authority, defines OD as:

> . . . a planned organization-wide effort, managed from the top, to increase organization effectiveness and health, through planned interventions in the organization's processes, using behavioural-science knowledge (1969:9).

Thus organizational development is the name being attached to total-system, planned change efforts for coping with the changing conditions organization face today.

OD Characteristics

1. Organizational development is a planned program, a planned change effort. An OD program involves a systematic diagnosis of organizat' al

needs, the development of a strategic plan for improvement and the mobilization of resources to carry out the effort (plan).

2. Organizational development involves the whole organization, the whole system. The system to be changed is a total, relatively autonomous organization. As a result, the top management (the locus of organizational planning) of the system must have a personal investment in the program and its outcome. Management must have both knowledge of, and commitment to, the goals of the program and must actively support the methods used to achieve these goals.

3. The changes that are sought are directly related to the exigencies or demands with which the organization is trying to cope. Bennis (1969:12) grouped these exigencies into three categories, namely:

a. problems of destiny, growth, identity, and revitalization,

b. problems of human satisfaction and development, and

c. problems of organizational effectiveness.

In a similar way, Beckhard (1969:15) notes that organizational development is:

> . . . related to the organization's mission, that is: it is aimed specifically at creating organization conditions that will improve the organization's ability to achieve its mission goals.

The three categories of exigencies identified by Bennis were delineated by Beckhard as:

a. the need to change the managerial strategy, or to change organizational structure and roles, and/or

b. the need to change cultural norms or to change the motivation of the work force, and/or

c. the need to improve intergroup collaboration or to open up the communication system, and/or

d. the need for better planning and the need for adaptation to a new environment.

4. Organizational development is an educational strategy adopted to bring about a planned organizational change. The educational strategies employed emphasize experienced behaviour. The three main educational strategies identified by Bennis were (a) training; particularly laboratory training, sensitivity training, or group dynamics training and T-group training (as developed by National Training Laboratories), (b) consulting (similar to that done by a practicing physician or psychotherapist) and (c) applied research, research in which the results are used systematically as an intervention.

5. Organizational development involves a change agent who is for the most part, but not exclusively, external to the client system. A change agent has been identified by Bennis as a professional behavioural scientist who takes for granted the centrality of work, is concerned with improvement, development, and measurement of organizational effectiveness, is preoccupied with people and the process of human interaction, and is interested in changing relationships, perceptions, and values of existing personnel.

The change agent has also been identified as an individual who has a social philosophy which he or she believes ultimately will lead, through its implementation, not only to a more humane and democratic system, but also to a more efficient one. Thus, a change agent is a catalyst for change, change which will result in a more fully functioning organization.

6. Organizational development implies a collaborative relationship between the change agent and the constituents of the client system. To

optimize this relationship, there needs to exist a spirit of enquiry with data publicly shared, and an equal freedom to terminate the relationship and to influence the other. This suggests that there must also exist an effective feedback mechanism.

7. Organizational development is a long-term effort. Beckhard suggests in his own experience, "usually at least two or three years are required for any large organization change to take effect and be maintained" (1969:15). Persons familiar with behavioural science would agree.

8. Organizational development concentrates on the "people variable" of an organization, and works most effectively with groups of people. Individual learning and personal change do occur in OD programs, but as fallout since these are not the primary goals or intentions. The primary goal is organizational change.

9. Organizational development is designed to increase organization effectiveness and health. Beckhard has defined an effective and healthy organization as one in which:

(a) the total organization, and its significant sub-parts operate according to clearly defined goals and plans,

(b) human resources are organized according to function,

(c) decisions are made near the source of information,

(d) there is an effective reward (and punishment) system,

(e) communications occur both vertically and horizontally,

(f) there is a minimum amount of win/lose activities,

(g) the organization is an open system,

(h) everyone in the organization is considered important,

(i) there exists an effective and efficient feedback mechanism.

Summary

One of the most significant contributions that the literature on organizational development (i.e., contribution not identified in the other three bodies of literature) makes to the conceptualization of staff development is the identification of three categories of organizational exigencies or needs, namely these related to:

a. problems of destiny, identity, growth and revitalization,

b. problems of human satisfaction and development, and

c. problems of organizational effectiveness.

Staff development activities can be readily classified and described and hence understood using the three categories of organizational needs identified above. For example, a seminar on organizational goals could be identified as one contributing to an understanding of organizational destiny and identity, one on new teaching methods would contribute to organizational growth or revitalization. A workshop on decision-making or conflict resolution could be identified as a staff development activity contributing to human satisfaction and development, while one on organizational structure might be identified as contributing to organizational effectiveness.

These few illustrations indicate that the three categories of organizational needs identified in the organizational development literature are useful in describing and understanding staff development. As a result, they will be used as one dimension of the analytical framework in this study.

PLANNED CHANGE

Introduction

The discussion of staff development in Chapter 2 noted that staff development may be understood as a process and/or program of planned change. Thus, it seems reasonable that one body of knowledge from which some insights into staff development can be obtained is that relevant to planned change. A number of models of planned change have been developed and used by various authors and change agents. The background to the development of these models together with a description of one relatively comprehensive formulation is presented in the next section.

Planned Change: What Is It?

Change is characteristic of every living, dynamic organism and organization. Yet the idea of change is so all encompassing as to make discussion of it as such, virtually impossible or meaningless. Thus, for the purpose of this study, discussion will be limited to planned change.

Planned change has been identified by Bennis, Benne, and Chin (1969:4) as ". . . a conscious, deliberate, and collaborative effort to improve the operation of a human system, . . . through the utilization of scientific knowledge." Bennis further noted that "the process of planned change involves a change agent, a client system, and a collaborative attempt to apply valid knowledge to the clients problems" (1969:65).

Conceptualization of Planned Change: An Historical Perspective

Much of the early research investigation of planned change concerned the diffusion of innovations in agriculture and home-making. Thus some of the early workers were agriculturists and rural sociologists. Among them were such notables as Everett Rogers, Charles Hoffer, Paul Marsh, and Lee Coleman.

Rogers, in his monumental publication, the Diffusion of Innovation, reviewed more than five hundred publications on diffusion, the earliest of which was published in 1927.

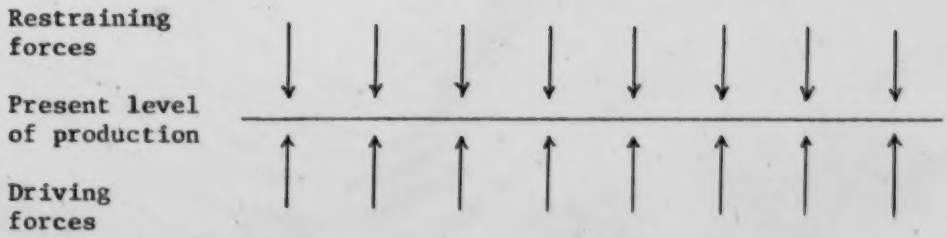
Rogers' publication was one of the first to discuss, in detail, many of the important findings relative to the diffusion of innovations. Three of the major findings included: the identification of five major stages in the adoption process, the identification of characteristics of innovations that affect the rate of their adoption, and a categorization of adopters according to the rate at which they adopted an innovation.

The five major stages in the adoption process identified were: (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption. Rogers noted that an innovation may be rejected at any stage in the process, even after adoption of the innovation (this he termed "discontinuance").

In identifying the five major categories of adopters, Rogers also determined the percentage of individuals who would fit each category. The result was the now famour "adoption curve." The five categories with their respective percentages are: (1) innovators--2.5 percent, (2) early adopters--13.5 percent, (3) early majority--34 percent, (4) late majority--34 percent, and (5) laggards--16 percent.

Rogers noted that there was a long list of characteristids by which an innovation could be described to show how individuals' perception of these characteristics may be utilized in predicting the rate of adoption and to analyze cases of overadoption (i.e., overuse of the innovation). Rogers, however, selected five characteristics which he considered to be the most important. They were: (1) relative advantage, the degree to which an innovation is superior to ideas it supersedes; (2) compatibility, the degree to which an innovation is consistent with existing values and past experiences; (3) complexity, the degree to which an innovation is relatively difficult to understand and use; (4) divisibility, the degree to which an innovation may be tried on a limited scale or basis; and (5) communicability, the degree to which the results of an innovation may be diffused to others.

Lewin. Another useful model for thinking about change was proposed by Kurt Lewin (1947:5-41), who saw behaviour in an institutional setting, not as a static habit or pattern, but as a dynamic balance of forces working in opposite directions within the social-psychological space of the institution. The two forces he called "driving forces" and "restraining forces." Change, he suggested, takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces. This imbalance causes group activity to move to a new level, hence, a change. Diagramatically, Lewin's force field appears as follows:



However, Lewin noted that:

> A change toward a higher level of group performance is frequently short-lived; after a "shot-in-the-arm" group life soon returns to the previous level. This indicates that it does not suffice to define the objective of planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, includes three aspects: unfreezing (if necessary) the present level, moving to the new level, and freezing group life on the new level (Lewin, 1947:34).

Many of the more recent formulations of stages in the process of change (as will be noted in the following pages) result largely from the elaboration of the three basic steps proposed by Lewin.

Lippitt, Watson, and Westley. In their publication, The Dynamics of Planned Change, Lippitt, Watson, and Westley begin by defining three major concepts that represent significant contributions to the understanding of the process of change. The three concepts are: planned change, change "that originiates in a decision to make a deliberate effort to improve the system and to obtain the help of an outside agent in making this improvement; change agent, an outsider "who observes the need for change in a particular system and takes the initiative in establishing a helping relationship with that system"; and client system, "the specific person or group that is being helped" (1958:10-12).

The authors note that many of the concepts of change which they develop in the remainder of the book, were heavily influenced by the work of Lewin. It is useful here to note, however, some of the concepts they developed since they relate or can be related to organizational change, and ultimately staff development.

In the first section, the authors make a distinction between change that is the result of a change in the relationship between the parts of the system (that is: internal change) and change that occurs as a result of a change in the relationship between the system and its environment (that is: external change). This is a useful distinction as far as staff development is concerned, since staff are, or should be, concerned both with changes within the college (for example: curriculum changes, timetable changes, and the like), and changes in the community, since to a large extent colleges are preparing individuals for employment in the community.

In discussing the motivation of the client, the authors make use of a "force-field" type of analysis with "changing forces" vs. "resistance forces." They conclude that the two requirements that must be met are: (1) "the client system must feel that it, rather than the change agent, has taken the responsibility for the first steps," and (2) "the client system must not be allowed to complete the change process too rapidly" (1958:15).

The various roles of the change agent include: diagnosing the problem, assessing the client system's motivation and resources, selecting appropriate change objectives, choosing appropriate helping roles, establishing and maintaining the relationship with the client

system, recognizing and guiding the phases of change, choosing appropriate specific techniques and modes of behaviour, and contributing to professional development by research and conceptualization.

The five phases of planned change proposed are, to a considerable extent, an elaboration of Lewin's three phases of planned change. The five phases elaborated are:

1. development of a need for change ("unfreezing"),
2. establishment of a change relationship,
3. working toward change ("moving"),
4. generalization and stabilization of change ("freezing"), and
5. achieving a terminal relationship.

Many of the more recent authors have adopted and elaborated these five phases or steps of planned change. As a result, these five steps have become, like the "scientific method," basics from which to begin consideration of any change, including a college staff development program.

The National Training Laboratory. A fourth major contribution to the conceptualization of planned change was the result of the work of the National Training Laboratory (NTL). Its work in communications, human relations, and group dynamics has helped formulate many concepts relative to change in interpersonal and group relationships. One of the major proposals of NTL has been to advocate and use a "cultural island for change" to allow individuals to move to a protected atmosphere where they can "consider and try out changes." "After the change is initiated (in the learning situation), and after plans for introducing the change on the job have been tested, the individual(s) can move back

to the job where further help may need to be given" (Bradford, 1953:15-16). This was the beginning of a much-used method for effecting change today, namely: sensitivity training.

Bennis. Another individual who has contributed much to the thinking about change, specifically behavioural change, is Warren Bennis. Two of Bennis' major assumptions are: that the proportion of contemporary change that is planned or that issues from deliberate innovation is increasing, and that behavioural scientists in increasing numbers are and will be called upon to influence organizational functioning and effectiveness. Bennis identified eight types of change programs, namely: exposition and propagation, elite corps, human relations training, staff programs, scholarly consultation, circulation of ideas, developmental research, and action research (Bennis, 1965:337-360).

The foregoing presents a very brief historical review of the development of change concepts in the sociological, socio-psychological, group dynamics, human relations, and communications disciplines. Certainly many more people have contributed much, directly or indirectly, to our thinking about change, but the foregoing presents a review of the bases for the major models of planned change.

A Planned Change Model

The general paradigm. A considerable quantity of the literature relative to change deals explicitly with strategies of innovation or change in education. Nearly all of these strategies are based upon a general, four or five stage model, which includes: (1) diagnosis, (2) design, (3) awareness, (4) evaluation or trial, and (5) adoption or

rejection. Many of these formulations are based upon the work, research and writings of a few pioneers, among them Everett Rogers, Kurt Lewin, Lippitt, Watson, and Westley, and Kenneth Benne.

Several of the more recent writers have tended to either elaborate or refine the previous formulations, or summarize the earlier research and formulations or strategies into comprehensive models. Probably one most comprehensive and useful formulation of strategies, steps, stages, or techniques for change are those of Chin and Benne (1969:32-59). The strategies and tactics identified and described by Chin and Benne incorporate nearly all of the major strategies and techniques developed by other and previous researchers and authors. Therefore, while others contributed much to the information and knowledge about change and innovation in education (and elsewhere), only the models developed and described by Chin and Benne will be reviewed here.

The Chin and Benne Model

One of the most comprehensive set of models of planned change was developed by Robert Chin and Kenneth Benne (1969). The three major models or strategies proposed by these authors are: (1) the empirical-rational model, (2) the normative-re-educative model, and (3) the power-coercive model.

The empirical-rational strategies assume that man is rational, and that he will follow his rational self-interest once this is revealed in him. The general strategy of this approach is to search systematically for knowledge and then to diffuse this knowledge through general education. It is assumed that a change proposed by some person or group (that is: a change agent) which knows the situation that is desirable,

effective, and in-line with the self-interest of the person, group, organization, or community which will be effected by the change, will likely be adopted. In other words, because the recipient(s) is (are) assumed to be rational and moved by self-interest, he (or they) will adopt the proposed change if it can be rationally justified and if it can be shown by the proposer(s) that he (or they) will gain by the change.

The normative-re-educative strategies assume that man is inherently active, in quest of impulse and need satisfaction. The relationship between man and his environment is essentially transactional. Thus, "the normative-re-educative approaches to effecting change bring direct intervention based on a consciously worked out theory or change and changing into the life of the client system" (Chin, 1969:44). This model of changing is thus essentially a cooperative, action-research model. Normative-re-educative approaches recognize that "man must participate in his own re-education if he is to be re-educated at all" (Lewin, 1951). Emphasis is therefore upon providing the user with problem-solving skills and bringing about the needed changes in attitudes, values and behaviour.

Power-coercive strategies assume that change is the result of the application of power in some form, political, economic, intellectual, moral, or otherwise. "The influence processes involved are basically that of compliance of those with less power to the plans, directions, and leadership of those with greater power" (Chin, 1969:34). Sub-strategies include control over job and role requirements, inducements, and punishments, recomposition and manipulations of power elites, power redistribution, and the like.

Summary

The main contribution of this body of literature to the conceptualization of staff development is the identification of strategies for bringing about change. In Chapter 2 it was established that staff development is a process, program or strategy for bringing about planned change. As a result, it seems evident that the strategies for planned change identified and elaborated in this chapter would contribute to the understanding and analysis of staff development activities. Consequently, strategies for planned change will be used as one dimension of the analytical model for this study.

EDUCATIONAL PROGRAM DEVELOPMENT

Introduction

Numerous individuals have studied, researched, and written about educational program development. Among these are such notables as Dewey, Goodlad, Saylor, Stake, Stratemeyer, Taba, and Tyler. While each had his or her own bias as to the major or essential components or dimensions of educational programs, those to which most would agree are: (1) a statement of purposes or objectives to be achieved, which is based on an assessment of needs, (2) an integrated body of knowledge or facts and concepts to be presented, (3) teaching methods or strategies to be used in presenting the body of content to the learner(s), and (4) a system of evaluation.

In a similar way, educational program development was defined by the planners of an International Symposium on Program Development in Education held at the University of British Columbia in 1974, as

. . . a systematic process that includes:

(1) the identification and formulation of desirable educational goals,

(2) the creation of appropriate curricula,

(3) the planning and implementing of effective instruction, and

(4) the evaluation of goals, instructional procedures, and outcome of instruction (Blaney, et al., 1974:IX).

Blaney, one of the symposium planners, noted in a presentation at the conference entitled "Program Development and Curricular Authority," the centrality of educational goals to an educational program. Thus, he suggests that the various components of program development must be "systematically interrelated, so that each both influences and is influenced by the nature of the others, with learning goals ultimately at some stage being the primary integrating factor" (1974:7).

It is rather significant that he also notes that while a goal centred program development process is not restricted to who determines the program goals, it is a significant curriculum question. He thus identifies three different patterns of curriculum development based upon the locus of the curricula decision-making authority. These same three patterns, with slight modification, were identified in A Choice of Futures, (Commission on Educational Planning, 1972:152-56) as "modes of program operation." In Table 2 the characteristics of these three modes are summarized, compared, and contrasted.

Modes of Program Operation

Mode I: Institutional. In the institutional mode, authority for establishing the learning goals is largely external to the learners

Table 2

Mode of Program Operation

Program Variable	Institutional Mode	Membership Mode	Autonomous Mode
Authority	External	Shared	Internal
Objectives	Pre-determined	Jointly-determined	Self-determined
Content	Disciplines or subjects	Problems or themes	Interests or concerns
Teacher Role	Director of learning	Facilitator of learning	Consultant
Learner Role	Dependent	Interdependent	Independent
Methods	Teacher Centred	Group Centred	Individual Centred
	Product Oriented	Process Oriented	Performance Oriented
Evaluation	Formal Summative Norm-referenced	Semi-formal Group-referenced	Informal Formative Self-referenced

Adapted from: Blaney, Jack, "Program Development and Curriculum Authority," in Program Development in Education, edited by Jack Blaney, Ian Housego, and Gordon McIntosh, (Vancouver, B.C.: Education-Extension, Centre for Continuing Education, The University of British Columbia, 1974:pp. 2-24).

and thus is assumed and exercised by the institution, its administrators, governing board or council. The students, therefore, do not have a significant role in determining what is taught. Objectives and program content are known prior to the commencement of teaching; thus systematic planning is facilitated. The teacher, as expert and director or learning, can apply his or her knowledge to the conditions of learning, to effectively organize the opportunities for learning, for motivating the students and for feedback. Thus, content is usually organized according to subjects or disciplines and evaluation is formal and frequently summative.

Mode II: Membership. Authority, in the membership mode, is shared between the teacher and the learner. That is, the program is developed by the group who have chosen to learn together. Objectives are jointly determined and are directed to the good of the group, rather than individuals. These objectives are rarely explicit, but when they are explicit, usually refer to the desired process rather than the outcomes.

The role of the learner is that of member rather than that of student. The teacher as facilitator of learning has membership in the group equal to each learner. He thus acts as a resource person and may or may not be a permanent member. Each learner participates in deciding ends and means questions and in determining the worth of the group's joint efforts. Thus, evaluation is semi-formal and group referenced.

Mode III: Autonomous. In this mode of program operation, the learner is the authority on the objectives, content, methods, and

effectiveness of his learning. The learner, therefore, assumes complete control over his learning. In developing the program which is organized around the learner's interests and concerns, the learner may use as consultants, any available individuals, references, instructional programs or other resources he thinks appropriate for his purposes. Prepared programs are merely starting points for learning. Worth (1972:136) suggests that "learning by experience is probably the watch word of this mode"--whether that experience be by manipulating materials, objects, or conditions in real life or through simulation, work study or on-the-job (apprenticeship) training programs or do-it-yourself projects.

The important distinctions described in the foregoing modes suggests that there is no one best mode of instruction that satisfied everyone's point of view or every set of learning conditions. Most learners will operate better in one mode than in another; so will most teachers. Certain subject matter falls more naturally into one mode than another. Thus, there is no universal mode. This suggests, however, that learning transactions must be responsive to situational factors: the characteristics of the learners; his objectives and those of the program; the nature of what is to be learned; and the human and material resources available.

Summary

It is evident from the foregoing that: (1) all three modes are needed in all levels of education; elementary, secondary and post-secondary; pre-service and in-service, (2) this model of program development provides a useful method of distinguishing many important aspects of any educational program. In Chapter 2 it was established that s f

development is an educational program. As a result, the modes of program operation identified in the foregoing will be used as one of the dimensions in the analytical model for the specific type of educational program studied in this thesis, that is, staff development.

CHAPTER 5

THE ANALYTICAL FRAMEWORK: DEVELOPMENT AND DESCRIPTION

To describe and analyze the approaches to staff development of Grant MacEwan Community College and Mount Royal College required an analytical framework. In the previous chapter, four bodies of relevant literature were reviewed and key ingredients of each identified.

These ingredients were regarded as important building blocks in the development of the analytical framework to be used to describe and analyze the approaches to staff development at Grant MacEwan and Mount Royal Colleges. This chapter has three purposes: (1) to describe further the development of the analytical framework, (2) to outline, in table form, and discuss the dimensions and variables of the framework, and (3) to describe how the framework was used. Hereafter the analytical framework is referred to as the Paradigm[1] and the ingredients are referred to as the Dimensions.[2]

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[1]The word Paradigm is most simply defined as a "pattern" or "example." In the context of this study the word is used to denote a conceptual framework or pattern within which the investigation of the problem occurred. The paradigm thus helped to select the issues which were important for consideration in analyzing the problem and suggested ways of thinking about those issues.

[2]The word Dimension was used for each of the ingredients of staff development because this word helps to suggest that there are interrelationships among them and that the paradigm is not complete without all of its ingredients.

Development of the Paradigm

As was noted in the discussion of the evolution of the research design, the initial approach of this thesis was to do a series of case studies of the staff development activities and/or processes in six community colleges broadly representative of the community colleges in Western Canada, and develop a paradigm as a result of the analysis and comparison of these six approaches. It became evident, however, after the six case studies were written, each in chronological order, that this was not the most productive approach. As a result, a decision was made to develop a paradigm by which an analysis and comparison could be made, and to limit the testing of this paradigm to two colleges. The initial paradigm developed was based on models of planned change. In trying to identify, define, or at least delimit the scope of staff development, it became evident that staff development was more than just planned change; it is at least, "an organization-wide educational strategy, program or process" for planned change. Thus, it was necessary to develop a more comprehensive paradigm.

In developing this paradigm an attempt was made to develop and use discrete dimensions, each of which would contribute significantly to the understanding of staff development. It was not possible, however, to identify completely discrete dimensions, thus some overlap occurs. Nevertheless, each dimension was selected on the basis that it contributed enough new insights to the understanding of staff development to warrant its use. Therefore, only those dimensions were selected that contributed significantly to the understanding of staff development as conceptualized in this study.

The paradigm which follows is based upon four bodies of literature, namely those relevant to: (a) organizational self-renewal, (b) organizational development, (c) planned change, and (d) educational program development.

There was a need to state with as much precision as possible, the central concerns of each dimension of the paradigm, and to break each dimension down into more specific parts, or variables. Therefore the paradigm is presented in both tabular (Figure 1) and descriptive forms. In Figure 1, the primary focus of each dimension of the Paradigm is identified in one or two words, and the variables of each dimension listed.

Dimension One: Needs

Staff development was conceptualized in this study as a program or process of organizational self-renewal. The organization in this case is the community college, a relatively new type of educational organization in Western Canada.

The starting point of almost any educational activity or program is the identification of the need for the program or the needs the program will meet or address. The need for staff development in an educational institution can be grouped into three categories or classes, (identified by Bennis, 1969:10-17), namely: (a) organizational, that is: needs relative to destiny, identity, growth and/or revitalization, (b) membership, that is: needs relative to human satisfaction and development, and (c) program, that is: needs relative to organizational effectiveness or goal attainment.

DIMENSIONS	VARIABLES
1. Needs	(a) Organization (destiny, identity, growth, revitalization)
	(b) Membership (human satisfaction and development)
	(c) Program (organizational effectiveness or goal attainment)
2. Mode of Operation	(a) Institutional
	(b) Membership
	(c) Autonomous
3. Level of Functioning	(a) Operations
	(b) Regulation
	(c) Learning
	(d) Consciousness
4. Strategy	(a) Normative-Re-educative
	(b) Empirical-Rational
	(c) Power-Coercive

Figure 1

Analytical Framework

Organizational needs. Destiny needs refer to those related to the identification of the specific goals or purposes of the organization, that is, "What is the organization's ultimate structure, purpose, program, membership, or clientele?" Identity needs refer to those that relate to an organization as a separate unit or function in society. In the case of the community college, identity needs would relate to the college as an educational institution separate from both the secondary school and the university. Staff development activities designed to fulfill destiny and identity needs would include seminars and the like on such topics as "the idea of the community college" or "characteristics and functions of the community college in society," and "serving the adult learner through continuing education" or "the meaning of life-long learning."

Growth needs result from the increase in size or complexity of the organization. The vary rapid growth in number, size (enrollment), and complexity of the community college over the past twenty to twenty-five years in Western Canada has created many staff development needs; needs for more and better educated staff, need for staff with a greater diversity of competencies and need for new techniques or methods of both instruction and administration. Revitalization refers to those staff development needs that result when an organization fails to grow and develop, where the organization has the need to redevelop, renew, or revise its goals, program and/or membership.

Membership needs. The second need for staff development was identified as membership needs, needs relevant to human satisfaction and development. One type of satisfaction would be job satisfaction,

which results, in part at least, from a congruence between the employee's expectation for his job and expectations held by the institution for the employee (that is: his job description). Human satisfaction may also result from a feeling of accomplishment, a feeling of purpose or a feeling of individual worth. Satisfaction may be the result of personal growth and development; the acquisition of greater cognitive or psychomotor skills or competencies. In the community college, these membership needs may be identified as the need for acquiring greater human-relation skills, the need for a voice in program planning, the need for improving teaching skills or techniques, or the need for opportunities to do reading, attend conferences or travel to broaden the individual's understanding of the world in which he or she lives and works.

Program needs. The primary purpose of every post-secondary educational institution is to graduate competent potential employees or entrepreneurs. This is accomplished through the student participating in the educational program, course of studies, or curriculum of the institution. In most community colleges, the course of studies or curriculum for each career area or career cluster is developed by the instructional and administrative staff members of the institution, sometimes working in cooperation with potential employers or representatives of the careers in question. Since the community college movement is relatively new in Western Canada its educational programs are also frequently new and in the process of development. Therefore, since each college must develop its own curriculum, there is a need in the college for staff who are knowledgeable about and competent in curriculum development. Thus, the third category of staff development needs was

identified as program, that is: those needs relating to developing and implementing educational programs that will improve organizational effectiveness or goal attainment.

Staff development activities relative to this category of needs would include those designed to help staff understand and make provision for new career opportunities and the changing nature of the world of work of college graduates; understand and make provision for the needs and characteristics of a very diverse group of students which they serve; and develop alternate approaches to program content and course scheduling; so the purposes or goals of the institution may be more fully achieved.

Dimension Two: Mode of Operation

A staff development program or process can be seen as functioning in any one of three models, namely: institutional, membership or autonomous. These three modes of operation are contrasted in Table 2 (page 69).

The institutional mode identifies a program in which the authority is external, that is where those responsible for operating the community college stipulate the program, determine the program objectives, content and method, prior to its commencement. In the institutional mode, the teacher is the expert, the director of learning, the dispenser of knowledge, the learner is the recipient of knowledge, passive, and dependent on the teacher. The objectives of the program are phrased in terms of something observable which the student will do. The program content is organized according to subjects or disciplines. The method of instruction is teacher centred and product oriented and evaluation is

usually formal and norm-referenced. Typical staff development activities included in this mode would be many university courses and formal workshops and seminars, where the objectives are determined prior to the instructional situation by an individual or group outside the participant group, and where each course or seminar is presented by a resource person, keynote speaker or other expert. In many such cases the participants are passive or dependent upon the resource person or keynote speaker for the conduct of the total activity.

Authority for program development and operation in the membership mode is shared between the teacher and the learner. Objectives are jointly determined and the content is organized according to problems or themes. The role of the learner is that of a member rather than a student. Thus, the instructional method is group centred and process oriented. The teacher is a facilitator of learning, a resource person. Evaluation is semi-formal and group-referenced.

Staff development activities that would belong to the membership mode would include the semi-formal workshops, seminars and conferences, staged by professional associations, staff associations, and the like, where the participant group collectively determines the objectives for the activity, some of which may evolve during the process of the seminar or workshop, and interact with each other as well as the resource person in arriving at the solutions or conclusions to the problem under study, and in evaluating the results or success of the activity.

In the autonomous mode of staff development, authority is internal to the program, the learner being the authority in determining objectives, content, method and effectiveness of his learning. The

learner is independent and active in the learning process. The teacher or teachers act as consultant(s). The program content is organized according to the learner's interests or concerns and the method of instruction is individual-centred and performance-oriented. That is, the individual learner chooses the method of instruction he or she thinks most appropriate. Evaluation of achievement is informal and self-referenced.

Examples of staff development activities that would belong to the autonomous mode would be professional reading, travel, and visitation.

Dimension Three: Level of Functioning

Staff development activities can occur at or be directed toward four levels of functioning within the organization, namely: operations, regulation, learning, and consciousness.

At the level of operations, staff development activities would be directed toward maintaining stability and reliability in the organization. Included would be activities such as orientation and induction of new members into the organization and up-grading and up-dating the competence of staff members relative to their roles in the organization (e.g., in the community college this would include workshops on teaching technique, study relative to academic specialty, and professional reading). Therefore, the emphasis at this level is upon familiarizing staff with what the organization is and what it does, rather than with what it should or could be.

The primary function of the level of regulation is to maintain

activities of the operations level. Thus, staff development at the level of regulation would include activities directed toward improving internal feedback mechanisms or systems, understanding and accepting operational goals, establishing criteria and mechanisms for indicating the degree of success in accomplishment of goals, and establishing decision-making procedures. The emphasis here is upon assessing whether the organization is where it thinks it is or where it should be. In the case of the community college this would involve assessing whether the courses and programs are meeting the needs of the students and whether the graduating students have the type and level of competencies expected by potential employers. As a result, typical staff development activities would include follow-up studies of graduates, program evaluation by students, and activities to help staff understand and accept the goals of the institution.

Staff development at the level of learning would include activities directed toward creating the capability within the organization to address novel or non-routine problems and to take advantage of changes in technology and knowledge. Included would be seminars, workshops, and courses directed toward providing staff members with new methods, new tools, and new knowledge with which to accomplish their role. In the community college this would include staff development activities on topics such as new instructional methods, making use of new hardware and software useful to the organization, (e.g., digital computers, A/V equipment), new approaches to curriculum development and organization (e.g., DACUM[3] approach to curriculum design), and

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[3]DACUM, an acronym for Designing a Curriculum is an approach popularized by Holland College, Charlottetown, P.E.I. in the early 1970's.

alternate forms of organizational structure directed at improving the problem solving capacity of the organization.

At the level of consciousness the organization monitors itself and its mission in relation to the changing needs of society. Thus staff development activities at this level would be directed toward defining, redefining, and recreating or creating a new role for the organization in society. In the community college this would include staff development activities on topics such as "the idea of the community college" or "the role of the community college in adult education."[4]

The examples of staff development activities or processes used in the preceding sections would suggest that any one activity might well be directed toward or involve more than one level of functioning, depending upon the approach used. Thus, to determine at what level the activity is directed, a review of the content, agenda or programme of the activity is necessary.

Dimension Four: Strategy

Staff development was defined in this thesis as a program or process of planned change; change that would result in or create a self-renewing organization. Ingram (1974:75) suggests that one of the most productive vantage points from which to examine the change phenomenon is to focus upon the strategies used. Thus, the focus of this dimension is upon the strategy(ies) used by the organization to facilitate the development of its self-renewing capabilities through staff development.

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[4]Both of these concepts while usually well accepted in the U.S.A., are just now becoming a part of college responsibility in Alberta.

The three strategies (or groups of strategies) identified were: (a) normative-re-educative strategies; those in which the participants are actively involved on a cooperative basis with the change agent in the total change program, (b) empirical-rational strategies; which assume that man is rational and self-directed and thus will follow his rational self-interest once it is shown to him, and (c) power-coercive strategies; those in which change is brought about by the compliance of the participants with those in authority.

The normative-re-educative orientation is based upon the view that man is an active being, who strives to satisfy his many and interrelated needs through transactional relationships with his environment. At the societal level man is guided by the norms, the relationships and the expectations of the groups and institutions to which he belongs. At the psychic level, man is guided by his internalized meanings, habits, and values. Thus, changes in normative orientations involve changes in attitudes, values, skills and relationships. This suggests that potential users must be involved in working out the new programs, especially in identifying the goals of the program. Also, since problems confronting the user are not necessarily solved by more substantive or technical information, emphasis is placed upon the development of problem solving skills, with the change agent acting as a "process helper."

An example of the use of this strategy would be the development, on a cooperative basis between administration and faculty of staff development activities or programs aimed at resolving some problems within the organization through activity(ies) directed primarily at

changing the values, attitudes, norms or internal-external relationships of the client system through re-education.

The general approach of the empirical-rational orientation is to search systematically for knowledge and then diffusing this knowledge through general education. This strategy thus assumes that an innovation that is developed or proposed on a rational basis and that is superior to present practice, will be adopted if the proposer (or developer) can reveal the rationality of the innovation to the potential user and can indicate to the user how he can gain from adopting it. Thus, the change agent acts as a catalyst and a solution-giver.

Empirical-rational strategies involve activities in which the staff participate in basic research and knowledge dissemination through general education relative to the problem, in building information systems, and in applied research activities in which the applied researchers are linked both with the centres of basic research and with organized consumers of the research results, (e.g., through the establishment of a Research and Development centre at the college or through interlocking roles such as instructor-researcher).

The power-coercive orientation assumes that those wishing to bring about change will apply power in some form--political, economic, or moral--in order to get the innovation adopted. The change agent is thus a "solution-giver." Power-coercive strategies would predominate where the administration of an institution decreed that a certain type of staff development activity be implemented or that specific staff participated in certain staff development activities or processes.

Conclusion

A conceptual framework serves as a filtering lens through which one can make sense of the phenomenon under consideration. The conceptual framework that has been presented in the foregoing has been developed for the purpose of analyzing and describing staff development activities in educational institutions. In the following chapters, this paradigm is used to describe and analyze staff development activities in two community colleges in Alberta.

PART III

THE CASE STUDIES

CHAPTER 6

STAFF DEVELOPMENT AT GRANT MACEWAN COMMUNITY COLLEGE

AN HISTORICAL PERSPECTIVE

Introduction

The primary purpose of this section is to present a case study of staff development activities at Grant MacEwan Community College over a period of time from the founding of the college in 1970 to mid-1975. The information for this case was obtained from (1) a number of interviews with key staff at the college (see list, Appendix C) between April 1972 and June 1976, (2) a review of selected college documents including college calendars, and staff development program outlines and reports, (3) minutes of some of the meetings of the two instructional (and later one) staff development committees, (4) a personal involvement in the first new-staff orientation program, (5) personal notes made at many workshops and seminars which the author attended and at which MacEwan College staff were present and relevant subjects discussed, (6) news articles in The Edmonton Journal, and (7) reports of MacEwan College activities contained in annual reports and College Comment.

Beginnings

Grant MacEwan Community College, Edmonton's newest post-secondary, non-university educational institution, named after His Honor, The Lieutenant Governor of Alberta (1964-1974), was established pursuant to

Section 19, Subsection (1) and Section 31, of the Public Colleges Act, 1969, by Order-in-Council 837/70, May 5, 1970, as EDMONTON COLLEGE. Its name was changed to Grant MacEwan College on August 13th of that same year.

Grant MacEwan College began operation on September 7, 1971, with an enrollment of 410 students housed in two campus locations in the City of Edmonton (population, approximately 500,000). As a result of the rapid increase in student enrollment during the first year of operation, a third campus was obtained and opened in September, 1972, and a fourth campus in September, 1973. Within two years of beginning operations, MacEwan College consisted of four campuses (Cromdale, Assumption, Scona, and Jasper Place), with an enrollment of over 1,200 students, and administrative headquarters in an office building in downtown Edmonton.

The initial staff complement numbered about forty professional people. During the 1972/73 academic year this increased to almost eighty full time staff, and in 1973/74 to over one hundred. Included in this number were: the President, six divisional directors, three other administrative staff, nearly twenty support staff, and the balance instructors.

Administration

Grant MacEwan is one of six such colleges operated by the Department of Advanced Education and Manpower, Government of Alberta, under the terms of the Public Colleges Act, 1969. The College is administered directly by a Board of Governors, composed of lay people and others, broadly representative of the community served, appointed by the

Lieutenant-Governor-in-Council. This corporate body is empowered to establish policy for the total operation of the College, receive and expend funds from Governmental and other sources, hold property, and enter into agreements necessary for the operation of the College. The President and all other staff of the College are employees of the Board. Salary and other working conditions are established through collective bargaining between the Faculty Association and the Board. As a result, all factors relative to staff development are within the jurisdiction of the Board.

The governmental structure of the College is divided into four main areas of responsibility, namely, the Board of Governors, which includes the College President, one student, and one faculty representative and five appointed lay members from the public at large; three administrative divisions--Student Affairs, Finance and Administration, and Grounds and Buildings; and five instructional divisions--Academic, Business and Administration, Applied Arts, Applied Science, and Continuing Education. "Further sub-divisions occur in each area with a comprehensive system of Committees designed to facilitate the democratic process throughout the college" (G.M.C.C. 1973/74 Calendar:3). One such Committee is Academic Council, a Committee of instructional and administrative staff, established pursuant to the Public Colleges Act, 1969, and charged with the responsibility of initiating and developing college policy, through recommendations to the College President.

College for Everyone

Grant MacEwan Community College was the result of several studies, much discussion by individuals and groups interested in secondary and post-secondary education, and laymen in the Edmonton area. As a result, many had developed a great deal of interest in, and expectation for, this College long before it was founded.

The need for a College in the Edmonton area was demonstrated by a junior college feasibility study commissioned by the Edmonton Separate School Board in 1964. In September, 1968, the Provincial Board of Post-Secondary Education established a planning committee "to produce a report for the establishment of Edmonton College" (Board of Post-Secondary Education, Planning Committee Report, 1969:i). The Committee completed its study in April, 1969. In the report, the Committee recommended the establishment of a two-year College in Edmonton "as soon as is practical and possible . . . to provide programs and courses complementary to those offered at the University of Alberta and the Northern Alberta Institute of Technology" (Ibid:pp.iv). The Committee further recommended that major emphasis be placed upon the teaching function and student counselling, together with flexibility and variety in program development and instructional techniques.

While the Committee did not specifically recommend an open-door policy with regard to admissions, it was suggested in the discussion of the nature of the College. The report repeatedly noted the need for flexibility and adaptability in meeting educational needs and purposes. Further, it suggested that some programs should be exploratory in nature ". . . to enable the student to explore his interests and strengths to move toward the selection of a career program either in College or another

institution" (Ibid: p.29). As a result of these and other similar recommendations, this study report became the blueprint for a "new kind of College" in Alberta, a College which was specifically and purposefully designed and structured to provide for the humanistic side of education.

Much fanfare accompanied the announcement of the establishment, and each subsequent event in the development of Grant MacEwan College. A search of the local daily newspaper (Edmonton Journal) indicated it contained at least one news article on MacEwan College every month during this period (1970-71).[1] Many of these "news releases" suggested that MacEwan College was going to be something different. Above all, it was going to be a College for all people, especially those who did not, could not, or would not attend the Northern Alberta Institute of Technology, Alberta College, or the University of Alberta (the only other post-secondary institutions in the City or vicinity).

Early in the development of the College, it was noted that the basic philosophy would be to take the courses to the people (the students). In a news release in December, 1970, Board Chairman Moore suggested that "the College won't be a traditional campus of cloistered, ivied towers, in which students find seclusion in the pursuit of knowledge" (Edmonton Journal, December 2, 1970). While it was frequently noted what MacEwan wasn't going to be and that it was going to be a "new kind of College," rarely was there any indication as to what aspects of the College were going to be "new" or "different" from what other colleges were doing. Nevertheless, people in the Edmonton area began to look upon the College as providing new opportunities for both potential students and employees.

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[1] For a listing of these articles see Appendix D.

It should also be noted that MacEwan College was being planned and developed at a time when many people were convinced that education was virtually a panacea and a sure road to fame and fortune. As a result, many people were interested in education--particularly post-secondary education.

Key Personnel

Given the situation that existed at the time in Edmonton, it is not surprising that the Committee recommended a non-traditional College. Nor is it surprising that the first Chairman of the Board of Governors was a former Chaplain at the University of Alberta, a man who had counselled many disillusioned students. The fact that Barry Moore believed that his role was to develop a "new kind of College" was indicated in a presentation he made at the first Annual Banff Leadership Conference on College Administration, Banff, June, 1970. His topic on that occasion was "Models for a New College: The Edmonton Case." During his presentation, Moore suggested that MacEwan College was going to be different, that it likely wouldn't have a central campus, but rather would be a "store-front campus," making use of whatever facilities were available, thus, having a capability for taking the courses and programs to the people who could benefit most from them. He reported further that its programs were to be diverse and mobile, that instruction would involve many resources which were readily available in the community, that the courses would be geared to part-time itinerant students, and that emphasis would be placed on counselling and student services

(Personal notes, 1970).[2]

John L. Haar was selected as President of Grant MacEwan College in 1970 (the announcement was made in October, with Haar to commence his duties at the College in mid-April 1971). In making the announcement, Barry Moore said that Haar "personifies the kind of College we want to build, a College concerned with a wide variety of educational experiences" (College Comment, 1971:3). In many ways it appeared that Haar was ideally suited for the job, having obtained a B.A. in History, German, and International Affairs from the University of British Columbia in 1960, and an M.A. in 1962. During the intervening years and subsequent to 1962, he gained considerable experience teaching and administering adult education programs in British Columbia, Alberta, and Ontario, where his latest appointment had been as President of Centennial College of Applied Arts and Technology, Scarborough from its founding in 1966 to 1971.

College Purpose

John Haar believed (and frequently said so at conferences and workshops during 1970-73 which the author attended) that the real role of a community college was to provide programs and services geared to the continuing education needs of people, a role that he recognized was not, as yet, well understood or accepted by most of the public,

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[2]During the period when Grant MacEwan College was being developed (that is: 1967-72), the author was employed as Coordinator of Agricultural Education, and was a graduate student in Educational Administration at the University of Alberta, Edmonton, so attended many of the conferences at which this new college was discussed. On several such occasions the author was recorder for small group discussions held.

because community colleges were too new (Haar interview, 1974). He also believed that the most important characteristic of the education provided by the community college was that it be relevant to the needs of the people. He suggested, therefore, that the most important qualification of a college instructor was "creativity."

> The college's greatest need is a creative teacher or instructor or educator . . . one who is sufficiently professional and competent to sail the uncharted waters, on a new course for which there are no reference points, and who isn't going to run for shore as soon as a storm blows up (Harr interview, 1974).

Haar hoped to employ this type of staff member in his new College.

Unique Staff

As a result of the changes that were taking place in education, particularly the developments in post-secondary education, a surplus of university graduates in almost every discipline, and the uncertainties that existed in the business world, the number of applicants for almost every teaching position at the College was far beyond all expectations. However, it gave Haar the opportunity to select staff according to his biases, with major consideration given to those individuals "assessed as having a large capacity for growth, development, and leadership" (Haar interview, 1974). Consequently, little consideration was given to those with teacher training or teaching experience. This was in keeping with Haar's opinion that since there were no colleges or universities specifically dedicated to the training of college instructors, no trained college instructors were available anyway. Being convinced that one of the fundamental purposes of MacEwan College (if not all colleges) was to "reclaim people to the educational process; people who had become redundant through rapid technological change"

(Haar interview, 1974), Haar proffered that it was much better to employ people who were competent in their field than competent in teaching. And so, the first contingent of faculty consisted of individuals with little to considerable formal education and some to much work experience. One thing that was common was that most lacked either or both teacher training or teaching experience in a post-secondary institution. "Most had never before faced a class" (Haar interview, 1974). Thus, some orientation would be necessary.

Need for Orientation

At the same time, Haar was very much aware that he was establishing what had been reported as a "new kind of College." Therefore, he was concerned that the College get off to a good start, a start that was consistent with the College's mandate and image as he perceived them. Recognizing that he was bringing together into a new environment a diverse group of people, most of whom had no teaching training and/or had never before faced a group of students as their instructor, with little idea as to type of institution in which they were going to work, and/or who had never worked before in a community college, he recommended to the Board in April, 1971, that an orientation program be planned for all staff, to be held in late July and early August. The purpose of this program would be to "fill the staff in on the purpose of the College" and "to prepare them to meet students in the classroom." The Board approved the proposal in May, 1971.

The College, however, had no staff to provide this orientation (all of the administrators except the President were as new to their job and as new to the community college concept as were the instructional

staff), so Haar asked (initially in February 1971) for assistance from the Department of Educational Administration, Faculty of Education, University of Alberta, several of whom had been involved in the studies and some in the planning for the new College, reasoning that here was a group of dynamic academics, some of whom had college experience, and many of whom were considered (or considered themselves) innovative. All at least should be familiar with the latest ideas concerning innovative community colleges. Subsequently, Dr. G. McIntosh, Associate Professor of Educational Adminisrration, who had requested and been granted access to Board proceedings in order to study the start-up procedures adopted by the College Board and Administrators, agreed to take on the project, assisted by a small group of interested graduate students in Educational Administration (one of whom was the author, who participated in the initial planning only).

The group would be responsible for planning and operating the total program.

The First Staff Development Program

After much planning the four-week program for all staff employed by the College commenced on July 4, 1971. As a result, Grant MacEwan College became the first college in Western Canada, if not all Canada, to offer as one of its first activities as a College, an extensive orientation program for incoming staff.

The program had difficulties from the beginning. Haar had recommended that it be held early in the year so staff would have some preparation time, following the program, before classes started. The

late start[3] of the orientation program made this seem nearly impossible to the majority of these inexperienced, somewhat unprepared faculty members. Information distributed to staff indicated that attendance for all staff was compulsory. Yet, administrative staff attended only occasionally. While it was obvious and true that they were busy making last minute arrangements for classes, instructional staff felt the same pressure. As a result, those who did attend, i.e., the instructional staff, took the absence of the administrative staff as an indication of their lack of interest in the program. And so some dissension developed from the beginning.

McIntosh, a student of change, and relatively new to the community college concept wanted to provide a program that was perceived by all to be beneficial and worthwhile. Thinking that this group of dynamic and innovative staff would be knowledgeable about their own needs, he allowed the participants considerable freedom in making changes to the planned program. As a result much time was taken up in discussions of little value to many (Leadbeater, 1971:5).

Program Evaluation

Nevertheless, the program did run the full four weeks; most staff attended regularly and considerable work was accomplished.

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[3]Although the program started on July 4, some of the staff suggested in later interviews (1973-74) that if an orientation program was to be held it should have been one or two weeks earlier. They felt that the orientation session cut into the time they should have had for class preparation, since many of them had never before been in a classroom as a teacher.

McIntosh's assessment, however, of the first orientation program upon its completion was that he did not feel the program had accomplished any of its purposes in a satisfactory way. He felt the multiplicity of one-shot activities which lacked integration with concurrent divisional work and the actual needs of the participants failed to develop a sense of common purpose and may have generated organizational conflict (Stewart, 1971:1-2).

The lack of integration no doubt also resulted from the sharp division of instructional and administrative roles, and the conflicting demands upon the time of the participants; they had to prepare for classes which were only a few weeks away as well as attend the orientation sessions.

Nevertheless, the program was considered useful by many. Leadbeater, an observer, noted the following achievements of the program:

> The participants:
>
> --learned about some different approaches to teaching;
>
> --were exposed to a wide array of ideas on audio-visual techniques;
>
> --became familiar with each other; . . . and the spectrum of educational perspectives at MacEwan;
>
> --saw the five series of National Film Board films, and
>
> --participated in a peer teaching experience (which was generally appreciated by those who did take part) (Leadbeater, 1971:5).

Reasons for the limited success of the orientation program by faculty included:

1. Failure of many of the chief administrators to attend all or most of the sessions. As a result, the faculty obtained the feeling that while the administration had set-up the program, they really weren't too interested or concerned with what

happened during the sessions. On the other hand members of the administrative staff suggested they couldn't attend regularly because 'a college was being setOup and there were other things (supposedly more important) that had to be done.'

2. The faculty didn't feel they were sufficiently involved in planning these sessions. There was considerable feeling among some that the program was 'laid-on.'

3. A feeling existed amongst some that because of the heavy involvement of University of Alberta faculty, the program was too theoretical, structured, and was 'too laid-on."

4. The program tried to be all things to all faculty. Time was too short to develop many ideas and to practice those things considered most valuable (particularly peer teaching sessions). (Stewart and Leong interview, 1974).

It is notable that little mention is made, in any of the evaluations, of the fact that among many faculty members there was deep concern about the following four or more months, for which they had little time to prepare. And so their thoughts were scarcely upon the orientation program. As Day noted, "We hired all our staff and designed all our courses and some of our programs within a very few months, so consequently people were really swamped. And staff development didn't get off to a very good start and to me it is still floundering" (Day interview, 1973).

One participant in the first orientation session observed, after one year of practical experience, that he thought "Orientation sessions were an administrative thing, needed by an organization to bring new staff in [to the fold, presumably]." He also noted he thought ". . . the staff recognize that to make a success of any organization, the organization must orient new members to the environment, philosophy, and methods of the organization." He further suggested that "staff who have taught for a year or two in a college recognize that teaching poses a definite

challenge to the people coming in, and that if they haven't had the background to do an effective job, staff development and orientation is a must" (Eggers interview, 1973). This attitude was substantially the same as that stated in an interview with the Dean of Academic Affairs who noted that in his view one of the major reasons for holding the new staff orientation program in 1971 was that ". . . a lot of staff had never been in the doors of a community college" (Day interview, 1973).

Haar's evaluation of the orientation program was somewhat more positive even though he thought there was too much theory (that is, too much philosophizing) and not enough which was practical. "This was due in part," he suggested later, "to the fact that none of the resource people had ever worked in a college either" (Haar interview, 1974). It should be noted that while graduate students in educational administration at the University of Alberta, who had college teaching and/or administrative experience were involved in some of the initial planning, they were not included in the staff development team who conducted the orientation sessions. Nevertheless, Haar felt it was definitely worthwhile since "it introduced staff to the philosophy of the community college" and made some of them aware that "the ball was in their hands now." He felt, however, it would have been better if McIntosh had not allowed the participants so much say in what was done. He believed that since most had never taught or worked in a college, they couldn't possibly know what was needed (Harr interview, 1974).

A Positive Result

No discussion of follow-up activities took place during the orientation sessions. Nevertheless, the orientation program did touch off a lively interest in staff development. Haar was of the opinion that these interests would have produced good results if it weren't for the fact, in his opinion, that "a number of staff became more concerned with who was going to control rather than what was going to be done" (Haar interview, 1974). As a result, it was the President's office that again had to raise the questions later in the year, "what orientation is being prepared for next year?" (Haar interview, 1974). Since there were no answers forthcoming in most cases, one of the outcomes was the establishment by the President (with the approval of the Board) of an Instructional Development Committee for the College, to "assure that someone took responsibility for the continuation of staff development activities" (Haar interview, 1974). It is evident, however, that this decision was not well received by some of the faculty, for when the Academic Council came into being some time later, it also established a staff development committee. Fortunately, many of the members on the Academic Council Committee were the same as those on the Instructional Development Committee. Thus, within a few months the two committees began to work together and expanded their terms of reference to include "college development."

Faculty Leadership

Kemp, Chairman of the administration-initiated Instructional Development Committee, realizing that two separate committees were dysfunctional, initiated action to try to overcome the problem. In a

memo of December 11, 1971, to the Chairman of the Academic Council Committee, Kemp noted that:

> . . . it is necessary that the two Committees unite; otherwise the polarization of persons over an issue is likely to confuse and frustrate efforts to get the job done. The job is to improve instruction, which is a matter of mutual concern . . . .

He concluded his memo by noting that "the question for Academic Council to consider is whether action to achieve instructional excellence throughout the College will be served or frustrated by any division between policy and execution arising from the existence of these two Committees." It is evident that Kemp's memo had effect, for during the 1972/73 academic year, one of the main activities of the two instructional development committees was to resolve their differences, determine their respective roles, and amalgamate, if possible. Thus, while two committees existed into 1974, in most cases they acted as one, as the Joint Instructional Staff Development Committee. It was an ad hoc planning subcommittee of this joint committee that later set forth the proposals for a long term staff development program.

The Continuing Need

A second outcome of the orientation program in 1971 was the decision to hold a second orientation program for incoming staff in the summer of 1972. The program for 1972 was organized and planned by a subcommittee of the Instructional Development Committee, which included representatives of several groups of faculty in the College. The program planned was very flexible, allowing considerable time for individual participation and discussion. The evaluation reports would indicate that the results of this second attempt were somewhat more impressive

than those of the first program, even though much of the program planned was not implemented. Evidently the flexibility was appreciated by the participants since most of them rated the program as either relevant or highly relevant (Stewart, 1972:15).

The timetable for the program of activities for the orientation program of 1972 carried a footnote to the effect that "further staff development and orientation activities are planned for a day each month during the trimester." To facilitate planning for these activities, the questionnaire distributed to the participants of the orientation sessions included two questions to determine participant preferences as to the content and timing of professional development activities during the coming year. The results indicated that sixty-three percent of the respondents were interested in developing teaching skills, discussing teaching methods, and problems, attending workshops or learning the "theory of curriculum construction" (Stewart, 1972:15). One respondent urged that "only those [activities should be scheduled] which are planned in response to a specific need which has been identified by those who will participate" (Stewart, 1972:16). Also of significance was the value placed on professional development activities as indicated by the expressed willingness of a substantial number of respondents to allocate regular and extensive out-of-class time during the college year for this purpose.

Program Mode

The primary purpose as laid down by the college administration for both the first and second orientation programs was to orient the faculty to the philosophy and purpose of a community college and t-

teaching in such a unique institution. The main thrust of the workshops held during the college year was to improve the instructional competence of the faculty. While the results of questionnaires and interviews completed immediately following the orientation program indicated that the faculty were primarily interested in increasing pedagogical competence, several members of the faculty who were interviewed for this study indicated that "a very small minority of the faculty was interested and involved in planning or taking part in group faculty development, even when it is organized or planned and presented by the faculty" (Mitchell interview, 1973).

This fact was illustrated by the very small response to an in-service workshop held in April, 1973. The lack of concern or commitment was also illustrated by a faculty member's response to a question concerning the small attendance, "Well, it was held on a weekend; what do you expect?" That a small minority of instructional staff were interested in taking an active role in staff development was illustrated by the very small number of instructional staff who have acted on the various committees (the same names keep reappearing on committee membership lists). However, the Dean of Academic Affairs noted that:

> I think that not all the staff would like to devote their time to that kind of thing. I am sure that if we had an interesting staff development program or at least one which had a well thought-out, well-planned approach and had the resources and the knowledgeable people that the academic division personnel would support it very well (Day interview, 1973).

The fact that instructional staff had set up several in-service sessions and had prepared a brief on staff development, indicated that some wished to take an active role in staff development. Interest in staff

development, therefore, was not limited to administration. Day noted that:

> . . . within the College, the Division Chairmen and the Departmental Directors have attempted to carry on sort of a staff development within their own group. So I think probably that our work with administrative staff has been better in terms of staff development than what the faculty have been doing (Day interview, 1973).

It is evident therefore, that while there were a number of cooperative efforts between faculty and administration, each had also taken some unilateral action. It is also evident that while some of the faculty felt they were the only ones concerned or involved in staff development, adminisrration were involved and to some degree saw staff development as their prerogative. The fact that two instructional development committees were established and continued for some time indicates both the interest in and the difference of opinion about whose prerogative staff development should be at the College.

Administrative/Faculty Leadership Conflict

Largely, as a result of the concern on the part of the College President that staff development is necessary; that is, should occur in an orderly, continuous fashion, and that faculty do not have the time or resources to direct all of their own development, an attempt was made during 1971-72, to employ a Staff Development Officer (SDO). The faculty initially disagreed with the proposal, Stewart (interview, 1973) suggested, ". . . because they saw the person being proposed as part of the administration."

Day, Director of Academic Division and a member of the Instructional Development Committee of Academic Council noted that:

> Faculty resisted any attempts of the administration to hire what we call a Professional Development Officer, because it is their feeling, and maybe rightly so, that they want this person accountable to them, not to the administration. They don't want him as a sort of "Inspector of Schools' type, they want him as a person in whom they can have complete confidence, . . . a person to assist them, not to report back to the administration on them (Day interview, 1973).

This problem was eventually resolved during late 1974, by management and the Board of Governors agreeing to making the Staff Development Officer responsible to the Staff Development Committee of Academic Council rather than the College President or another administrative staff member. Thus, a Staff Development Officer was appointed late in 1974, for a trial period. The Staff Development Officer was responsible for the budget for staff development activities through the Dean of Academic Affairs and the Finance Officer of the College, just as any department head would be responsible.

Continued Faculty Interest

During 1972/73, certain members of the staff took the initiative in attempting to get more workshops and in-service sessions organized.

> The Academic Division has been especially active in setting up workshop committees which were subsequently amalgamated with the Instructional Development Committee. The thrust came from a little professional group within the Academic Division (Day interview, 1973).

As a result of this activity several workshops were held. These two-day workshops were quite successful according to the participants (Mitchell interview, 1973).

The fact that the initial faculty committee (that is: the little professional group within the Academic Affairs Division) was amalgamated with the Instructional Development Committee suggests that the workshop

was not totally Academic Division faculty directed. As one administrator noted, however, ". . . since the workshops were pretty well at college expense, it is reasonable that college administration be involved or at least aware of the plans" (Leong interview, 1973). It was noted, however, that ". . . it is not the intention of the administration to direct staff development activities." Therefore, even though ". . . the administration might have desired to have some other things done in the workshops, the planning and organization was left to the faculty" (Leong interview, 1973). This is not to suggest that all faculty development will be left to the faculty. As Leong noted, "I would expect the administration will still be laying on some activities" (Leong interview, 1973).

Toward a Comprehensive Approach

Recognizing that there was no comprehensive plan for staff development at the College, an ad hoc committee for planning staff development was established in 1973 under the joint administrative/ academic council staff development committee. In establishing this ad hoc committee, it was proposed by the joint committee that this sub-committee design an overall plan for staff development, including:

1. orientation for new staff,
2. in-service staff development activities on a continuous basis as directed by the needs and growth of the College,
3. skill workshops for the preparation, instruction, and development of particular skills as needed by staff members,
4. methods workshops: to broaden the range of effective instructional performances; including, for example, the use of field placement activities, seminars, group discussions, computer assisted instruction, lectures.

5. expert assistance: a policy for bringing in relevant specialists at need,

6. refurbishing: to enable staff members to keep up with developments in their area of instruction,

7. retraining from specialty: to give individual staff members and the College, flexibility to cope with exigencies such as program cuts and the introduction of new programs,

8. release for development: an alternate to the "sabbatical" system (Kemp, 1973).

Prior to submission of the overall plan for staff development, the committee made recommendations concerning the 1973 instructional staff orientation program. The recommendations made were to the effect that:

> At the conclusion of the program, participants should have an appreciation and knowledge of: (a) the College as an institution, (b) the Community College student, and (c) the Community College employee (Ad Hoc Planning Subcommittee, 1974).

The committee further recommended that in future, the program be under the direction of an appointed Program Coordinator.

The final report of an instructional development plan for Grant MacEwan College was presented to the Board of Governors in April, 1974. Its intention is indicated in the preamble which states:

> An unwritten but well-accepted policy of the College since its inception has been a commitment to provide opportunities and resources necessary for the optimal personal and professional growth of its instructional staff. However, during the past two years it has become increasingly apparent that a long-term plan and program of staff development is needed. This need is a consequence of a wide range of problems: excessive inefficiency, ineffectiveness and loss of staff due to inadequate preparation to teach in a community college to community college students; increasing difficulty in maintaining a high level of morale and sense of community as well as commitment to the philosophy and objectives of this College; and problems associated with the rapid growth of a student body and faculty organized on a multi-campus basis (Ad Hoc Planning Subcommittee Report, 1974:3).

In this report, the Ad Hoc Planning Subcommittee for staff development endeavoured to establish objectives and plan a program which, if implemented, would resolve many of these problems and meet many of these needs so that the College could fulfill the high expectations of its founders.

The Report proposed a comprehensive staff development program to be administered by a Staff Development Committee under Academic Council. The proposed program included provision for:

1. An orientation and pre-service program for incoming staff members, including part-time instructional staff. They further proposed that this program be mandatory.

2. An in-service core program which would encourage instructors to improve their teaching and learning skills best suited to their academic or professional discipline. This program would consist of one day sessions--one in the Fall and one in the Winter trimester.

3. Special workshops designed to meet particular needs of a specific section, department, or division within the College.

4. A Professional Growth Activities Program. This program would be designed to assist faculty members to keep up-to-date with current trends in education, and on developments in and requirements of the careers and occupations for which they prepare students. The program would consist of providing funds for staff members to (a) attend academic and professional conferences and activities of their choice, which have special significance to them in their particular disciplines, and (b) visit other colleges and educational institutions.

5. Staff Development Leave. The proposal was to provide assistance

to staff identical with that available to staff at a Provincially Administered Institution, i.e., to assist a college employee to spend an appropriate period of training in business, industry or professional experience which will enhance or upgrade his or her knowledge and skill and thus enhance his or her value to the College. Assistance may be for (a) course subsidization--up to 100% of total course costs, plus full salary, (b) Educational Leave--up to 100% of total course costs, plus full salary, or (c) Career Assignment Program--up to 100% of total program costs, plus differential in salary. The length of education leave was to be at the discretion of the Division Head in which the employee was engaged.

The career assignment program was to consist of programs undertaken by the College in cooperation with other public or private organizations, in which an employee of the College would be sponsored to undertake work-experience or training with a cooperative organization or vice-versa, and

6. Evaluation of Staff Performance. This evaluation was to consist of (a) administrative evaluation of instructional staff, (b) student evaluation of instructional performance, (c) peer evaluation through use of interactive analysis and other peer evaluation techniques, and (d) self-evaluation--primarily based on the established college program and departmental objectives.

To implement these programs, the Ad Hoc Planning Subcommittee recommended the employment of the following necessary resources:

(a) Staff Development Officer--who would be responsible to the Staff Development Committee to implement the policies and carry out the plans and procedures agreed upon by the Committee.

(b) The establishment of a staff development committee by Academic Council in January of each year, composed of seven members: three faculty representatives, one of whom would be Chairman; two administrative representatives, one of whom would be the Dean of Academic Affairs; two student representatives or alumni. The Committee would receive, evaluate and recommend action with regard to staff development for the various sections of the College, act as a sounding board for the staff development officer, act as a policy-making and planning body for in-service and ex-service activities, recommend disposition of funds for professional growth activities and staff development leave, select a staff development officer, prepare a budget for all staff development at the College, and

(c) Set up staff development resource areas in the Learning Resources Center on each campus. Each resource area to include staff to (i) maintain and display a selection of resource and reference material for staff development, (ii) provide programmed packages, mini-courses, books and other material to supplement orientation and in-service programs, (iii) provide ongoing resumes of current trends in education development, (iv) provide a display of periodicals relating to course, program and staff development, and (v) assist the staff development officer in his work (Ad Hoc Planning Subcommittee Report, 1974).

The Ad Hoc Planning Subcommittee proposed that the complete funding of the staff development officer come from the budget of the College. Due to a phasing-in aspect of the program, the Committee recommended the cost to be funded from 0.88 percent to 1.99 percent of the total operating budget of the College. The Report was studied in detail by the Board of Governors. As a result, the Board agreed to: (1) the establishment of a staff development committee under Academic Council as proposed, (2) the employment of a staff development officer--to be responsible to the staff development committee as proposed, and (3) to a budget of $56,000.00 (about 0.25 percent of total college operational budget) for 1974/75. This was not as much as proposed because the Board felt that the College could not afford the amount proposed, and that the proposal should have a trial period before full commitment.

Early in 1974, Haar noted that he believed that the employment of a staff development officer would do much to overcome many of the difficulties and/or deficiences that existed at the College. He saw the staff development officer working directly with faculty individually or in groups of varying sizes, resolving problems he (the staff development officer) identified and/or problems identified by the staff themselves or their supervisors. The employment of a staff development officer was thus consistent with Haar's observation that "the best way to train a staff member is to attach him to a good teacher" (Haar interview, 1974).

The 1974/75 Staff Development Program

During the spring of 1974 a Staff Development Committee, under Academic Council was established. It consisted of the Dean of Academic Affairs (as a permanent member); two divisional directors; four faculty; and two students, half of whom were elected by their peers for a two-year term and half for a one-year term. Soon after formation the Committee commenced work on the planning and implemention of a comprehensive staff development program for Grant MacEwam Community College.

One of the Committee's first activities was to finalize and implement a new staff orientation and pre-service program in August, 1974. This program had been mostly planned by an ad hoc committee, established for this purpose by Academic Council, so little had to be done. And so the Staff Development Committee concentrated its efforts on other activities, as are identified in the following paragraphs.

The first full-time Staff Development Officer, responsible to

the Staff Development Committee, was employed early in the 1974/75 academic year. The individual employed had had previous experience in a similar role in the college system in Ontario. He also had training in Human Relations. Nevertheless, he was of the opinion that since he came from outside MacEwan College, he was seen by some of the faculty as an intruder or at least as "not one of them," even though he was accepted as a member of the Faculty Association. He felt, however, that since he had an acceptable philosophy ("Theory Y") and the required expertise, he could accomplish much during the next few years (Jaffary interview, 1976).

Major activities of the staff development officer during the 1974/75 academic year were working with the SDC and other staff groups in planning, developing, and implementing in-service core programs, general in-college workshops, retreats, and special interest workshops or seminars, and the 1975 new staff orientation and pre-service seminar. Little was done in terms of classroom observation, overcoming individual staff problems and conflicts, or in up-grading individual staff in the use of A/V and the learning resource centre. Jaffray noted (Jaffray interview, 1976) this was so because:

> The terms of reference for [the operation of] such activities were not completed by the SDC, and I was too busy with group activities to take time for individual activities, since I was essentially alone in looking after the needs of over one-hundred staff on four campuses.

The first In-Service Core Program was held on November 20, 1974. As was provided in the Five-Year Instructional Development Program Proposal, one day in each of the two trimesters (that is: fall and winter) were set aside for an in-service core program activity for all staff.

While staff participation was voluntary, it was actively encouraged by the fact that classes were cancelled so staff could attend and no fee for participation charged. In addition, the program was arranged solely by a committee of instructional staff.

The core program held in the fall trimester, 1974, consisted of three concurrent sessions in the morning and repeated in the afternoon, except for one session as noted in the following. The topics for discussion in the morning included "Basic Group Dynamics--Using Students to Help Students," "Seminar on G.M.C.C. Philosophy and How it is Being Implemented," and "A Basic Operational Approach to Instruction." The afternoon session was a repeat of the first two with the third session being replaced by a discussion of "What's Really New in Education in North American Colleges."

The winter trimester in-service core program included a review of the fall in-service core program topics, plus four concurrent sessions on "Evaluation of Student Work," "Organizational Development in Education," "Interaction Analysis," and "Planning for Media Production."

Several In-College General Workshops and one Retreat were held in the winter trimester, 1975, all at no cost to the participants. The general workshops included one on "The Human Potential" attended by twenty-one staff members, one on "Assuring Learning with Self-Instructional Packages" attended by twenty staff members, one on "Synectics-Creative Problem Solving," attended by eighteen staff, and a follow-up workshop to one held in April, 1974, on "Instruction as a Humanizing Science." The one retreat was held at Camp HeHoHa, a

residential camp west of Edmonton, and dealt with the general topic of "Evaluation."

A Special Interest Workshop was held in Red Deer by the Nursing Department on "College Nursing Education Program." The only other special interest workshop was held at the Cromdale Campus and featured a discussion of "Taxation and Investment," largely for personal use.

Professional Growth Activities involving Course Subsidization were undertaken by staff in most departments during 1975 and involved fifty-one activities for a total cost to the College of approximately $7,500,00 (out of the budget of $56,000.00). Included were conferences, seminars and workshops on such diverse topics as a "Symposium on Reality Therapy," and a "Childbirth Education Seminar" for Nursing Program staff; an "Export Marketing Seminar" for Business staff; "Teaching English as a Second Official Language Conference" for Academic Division staff, and "Interior Designer Institute's Exhibition" for a Design Arts staff member, and a "Canadian Police Trainers Conference" for a Law Enforcement Program instructor (Arcand and Bell, 1975:Appendix H).

A New Academic Staff Orientation and Pre-Service Program was planned and held in August, 1974. Included were discussions on such topics as "The College Organization," "History, Philosophy, and Aims of G.M.C.C.," "The Roles and Responsibilities of the Various College Constitutencies," "How G.M.C.C. Meets the Challenge of Diversity," "Characteristics of Memorable Teachers," "Group Dynamics and Team Building," "Curriculum Development," "Instructional Methods," and "The G.M.C.C. Grading System." The orientation program also provided an opportunity for the participants to visit all four campuses and to

practice teaching under a tutor. A copy of the program is included in Appendix F. While the topics for discussion were identified by the planning committee, discussion was open to participant direction.

Provisions for Staff Development Leave were not completed in 1974/75, thus none were granted. Similarly, the parameters for the Evaluation of Staff Performance were not spelled out, so little action was possible in this regard. The Staff Development Committee were hopeful that both of these will be completed by 1976 (Day interview, 1976).

Summary

In the foregoing, a number of significant and key staff development activities were identified. These are summarized as follows:

1971--First new staff orientation program--planned and implemented by the college administration.

--Instructional Development Committee established by administration.

1972--Instruetional Development Committee established by Faculty Association.

--New staff orientation program planned and implemented by a committee of faculty working with administration.

1972/73--Two instructional committees amalgamated into one.

1973--Limited number of small group staff development activities conducted.

--Ad Hoc Subcommittee for planning a staff development program for the college established by the joint administrative/faculty staff development committee.

1974--Five-year Instructional Development Proposal submitted to college administration. This proposal makes provision for new-staff orientation, in-service core workshops, in-college general workshops, professional growth activities, educational leave, and course subsidization.

1974-76--Five-year proposal gradually implemented.

1974--First Staff Development Officer appointed by the Staff Development Committee of the Faculty Association.

CHAPTER 7

STAFF DEVELOPMENT AT GRANT MACEWAN COMMUNITY COLLEGE

AN ANALYTICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to illustrate the use of the paradigm rather than to give a complete analysis of the staff development program at MacEwan College. Thus, the analysis is limited to a small number of major or key activities or programs of staff development at MacEwan College during the period mid-1971 to mid-1975. The three major activities analyzed are (1) the new academic staff orientation sessions, (2) the employment of and activities of the staff development officer, and (3) the development and implementation of the proposed five-year instructional staff development program.

In addition to making provision for the continuation of the new staff orientation program and the employment of a staff development officer, the five-year instructional development program plan provided for two additional groups of activities, namely those designed to meet the needs of small or large groups and those for individual participation. The first group of activities included provision for in-service core programs, in-college or special workshops, and retreats. The latter group included provision for professional growth activities, professional reading through the development of a professional section in the learning resource centre, and educational leave.

The analysis which follows classifies each of these three major types of activities, or significant parts thereof, according to each of the variables of the four dimensions of the paradigm. In so doing the purpose, content and operation of each activity was interpreted by the author from the written outline or program (if appropriate) for each activity and observations of participants who were interviewed and reported in the descriptive part of this section.

Dimension One: Needs

Organizational--destiny, identity, growth, and revitalization. The extent to which each of the various staff development activities met staff needs is difficult to assess. Nevertheless, it can be noted that one of the major purposes of the first and subsequent orientation programs for new staff was to familiarize staff with the destiny and identity (philosophy, purpose, organizational structure and operational mode) of Grant MacEwan Community College. Thus, these programs included a number of sessions on the philosophy and purpose of Grant MacEwan Community College, the role of the College in the community and how the College was set up to handle the diversity amongst students that it was expected to serve.

It can be noted also that many of the staff who attended the first orientation session indicated in the subsequent evaluation that they thought it was beneficial. An evaluation of the 1974 orientation program indicated that over sixty-five percent of the participants found the explanation of the College organization, and the discussion of the history and philosophy and aims of the College to be "helpful" or

"very helpful." Over seventy percent of the participants also noted that one of the big values of these sessions was that they helped new staff to get to know each other and some of the older College staff. This would indicate that to some considerable degree new staff orientation sessions have met organizational needs.

The five-year instructional staff development program proposal recommended that all new staff be required to attend an orientation session as a condition of their employment. In making this recommendation the proposal noted that the purpose of these orientation programs was to "ensure acceptance of the philosophy of the college and the development of specialized teaching skills required in this unique institution" (Ad Hoc Planning Subcommittee Report, 1974:3). While the evaluation of the 1974 orientation session does not indicate that staff who attended these sessions accepted the philosophy of the College, over sixty-five percent considered the discussion of history, philosophy and goals of the College to be "helpful" or "very helpful."

While these orientation programs were primarily concerned with destiny and identity they also provided for the growth in numbers of staff since they were held each year 1971 through 1975 for new staff. The orientation programs, however, were not designed to continue the growth or development of permanent or tenured staff. This process was taken over by the in-service core program, the professional growth activities and staff development leave provisions.

Membership--satisfaction and development. From the beginning it was recognized by administration that Grant MacEwan Community College was bringing together a great diversity of staff, many of whom did not

have teacher training and had never before faced a class of students. Yet the College had been identified as an institution that would serve or attract a very diverse group of students, many of whom had dropped out of school sometime previously and had spent the immediate past either in employment in industry or on social assistance (unemployed).

At the same time there was considerable talk about and publicity given to the idea that MacEwan College was going to be a new kind of educational institution--a "store-front college" and a "college without walls"--an institution with which few, if any, were even remotely familiar. As a result, during the first orientation session, the first month of employment at the College for most of the faculty, many expressed concern about their first few days, weeks, or even months in the classroom.

While it is not clear what types of needs many of the activities included in the first and subsequent new staff orientation programs were designed to meet, evaluation reports (Stewart, 1971, 1972; Arcand, 1975) would indicate that many met membership needs; needs which arose from the (real or imagined) lack of competence and experience in a community college classroom felt by many of the staff.

Among the activities which seem to meet membership needs were those designed to help new staff understand the diversity of students whom they would meet in classrooms, A/V techniques, evaluation techniques, and alternate teaching methods. These activities constituted a major part of all orientation programs. Thus, considerable time was spent during the first and subsequent orientation sessions in developing faculty competence that would help them perform their role in the institution, and thus, meet their needs.

The primary role of the staff development officer employed during the summer of 1974 was to assist staff with their problems. To a very large degree this was accomplished through the arrangement of in-service core activities. Little time was spent by the staff development officer observing and assisting individual staff members in-the-classroom.

A considerable number of the in-service core workshops and the general purpose workshops were similarly oriented. Among these were workshops in "Instruction as a Humanizing Process" and "Designing an Evaluation System." Professional growth activities engaged in by faculty during 1974/75 included a number that appear to relate specifically to meeting membership needs. Among these were workshops and conferences on topics directly related to the faculty members program responsibilities and instructional methods or techniques. Thus, it would seem that a considerable amount of staff development activity at MacEwan College over this period was related to meeting membership needs.

Program. It is rather difficult to specifically single out those staff development activities designed to improve organizational effectiveness through improving program quality or operation. Nevertheless, indirectly many of the staff development activities included in the new staff orientation programs, the in-service core workshops, the special interest seminars, and the professional growth activities, contributed to program improvement. Among them were activities such as the discussion during the orientation sessions about student characteristics, characteristics of the community served, and the use of the learning resource centre.

Staff development activities that contributed more directly to program improvement include workshops during the orientation sessions on curriculum development and the grading system, general in-college workshops on evaluation and writing self-instructional packages, and professional growth activities such as the workshop on "Teaching English as a Second Language," the "Interior Designer Institute's Exhibition," and the "Canadian Police Trainers Conference," attended by faculty.

One of the roles of the staff development officer was to help staff directly and individually with instructional program development. This was not accomplished, however, to any significant extent because the staff development officer's time during 1974/75 was occupied almost totally with organizing group activities designed to meet many organizational, membership and program needs as identified above.

The five-year staff development program proposal makes provision for staff to be involved in as many activities designed to meet each and all of the foregoing needs as the staff desire. If the trend continues as is indicated by the type of staff development activities held during the 1974/75 period (see Appendix E), then it is likely that staff development programs will be held each year that to some degree meet all three types of needs--organizational, membership and program.

Dimension Two: Mode of Operation

Institutional. As might be expected some staff development activities at MacEwan College over the period of study belong to each of the modes of operation. Frequently the initial approach to the

activity on the part of administration was that of the instructional mode. For example, the initial approach to the first orientation session was institutional; the objectives, dates, and program were all predetermined by administration, with little or no faculty input, the resource group were employed to provide answers to the participants, and attendance was required.

The initial approach to the employment of a staff development officer was much the same. The individual to fill this role was to have been selected by and responsible to administration; faculty would have little input.

In both cases, however, faculty took a keen interest and became actively involved. Thus, the mode of operation changed toward the membership mode, with faculty actually involved in setting activity objectives, designing the program, and employing the resource personnel.

Membership. Even though much of the program for the initial staff orientation session was determined by administration, the program operated largely according to the membership mode with participants actively involved in determining the day to day activities. The fact that the proposal for a five-year comprehensive integrated staff development program was developed by an ad hoc committee on staff development, indicates that a number of staff were involved in this activity.

Autonomous. Each of the three major activities analyzed provided some opportunity for staff to pursue their own interests, to develop at their own rate, or to acquire knowledge and skills in keeping with their personal needs. The orientation programs provided opportunities

for reading, for discussion of individual concerns with colleagues and resource people, and for exploring new approaches to instruction.

One of the roles of the staff development officer was to assist staff with their personal needs. This was to be accomplished through private consultation and observation. While the staff development officer had little time for this type of activity, it was provided for in the role description.

The proposed five-year plan provided for educational study leaves and professional growth activities. Both of these activities were intended to help individual staff members to keep up-to-date, or for individual staff to develop greater expertise in their vocation. Thus, both were designed to meet individual needs. To a very large extent both types of activities could be undertaken at the discretion of the individual, according to his or her need or purposes. During the period of study numerous professional growth activities took place. No educational leaves were granted during the 1971-75 academic years largely because it took this time to draw-up the terms of reference for this activity. Nevertheless, it was expected that educational leaves would be granted during the 1976-77 academic year.

It can be concluded, therefore, that the staff development program at Grant MacEwan Community College during the period of study provided very little in the form of "autonomous mode of operation."

Dimension Three: Level of Functioning

Operations. The primary purpose of the level of operations is to carry out the functions for which the organization was established.

In a community college this would include the provision of up-to-date educational programs and services designed to meet the needs of adults in the geographical area served.

To function effectively at the level of operations, a college would require an appropriately defined statement of purpose and goals, a suitable organizational or administrative structure, an up-to-date and relevant program of studies, and a competent instructional and administrative staff. Staff development activities at the level of operations would be designed to familiarize staff with college philosophy, goals and administrative structure, and to maintain or improve staff competence in keeping with their role in the institution.

The primary purpose of the first and subsequent new staff orientation programs was to familiarize staff with the objectives and operation of a community college and the diversity of students it serves, and to provide the staff with some basic skills and understandings that would help them to carry out their role effectively as teachers and administrators. As a result, these activities were directed toward the improvement of functioning of the college at the level of operations.

In a similar way, many of the activities of the staff development officer (1974-76) were directed toward improving functioning at the level of operations. Included would be his work in helping individual staff members solve their problems in the classroom, and his efforts in arranging the 1974 and 1975 new staff orientation programs, small group staff development activities, many of which were directed to the improvement of teaching competence, and his assistance with the operation

of the in-service core program which included workshops on such topics as "G.M.C.C. Philosophy and How it is Being Implemented" and "A Basic Operational Approach to Instruction" (In-service Core Workshop, Fall 1974).

Much of the overall staff development program plan proposed by the ad hoc staff development committee was directed toward improving functioning at the level of operations. Included were such provisions as those for (1) an annual new staff orientation program, (2) an in-service core program designed to assist instructors to improve their teaching skills, and (3) special programs designed to meet operational needs that arise from time to time.

A review of Professional Growth Activities (see sample list--Appendix E) in which staff participated indicates that a considerable number of these activities would also contribute to effective functioning at the level of operations. Thus, one might conclude that a major portion of all staff development activity at MacEwan College over the first four years of operation was directed toward effective functioning at the level of operations.

Regulation. The primary purpose of the level of regulation is to monitor activities at the level of operation so that changes or improvements can be made within the established organizational structure when a discrepancy develops between what is and what should be. Thus, one of the major functions of this level is to develop an effective evaluation and feedback system amongst all levels within the organization and between the organization and its environment. Thus, staff development activities at the level of regulation would include those

designed to improve communications within the organization and between the college and its community. Such activities might include those specifically designed to develop or improve communication techniques and those which provide opportunities for members at all levels within the organization to become acquainted with each other.

The annual new staff orientation sessions provided many opportunities for staff, both instructional and administrative, to get to know each other, since these sessions included not only introductions of all participants, but also several social activities for all participants. Similarly, the various in-service core programs held during the fall and winter sessions each year tended to improve communications amongst the various levels and groups of staff since these sessions were designed for the complete cross-section of staff within the College, and always included a social activity for all participants.

Another staff development activity that might have been specifically designed to improve functioning at the level of regulation was the special workshop on Creative Problem Solving.

The communications network set up by the creation of a staff development officer position tended to improve feedback on all types of activities since the SDO worked with all levels of staff. The formal and informal evaluation procedures employed by the staff development officer also tended to improve feedback as to the extent to which the College was achieving its purpose.

Thus, it can be noted that while the only staff development activity specifically designed to improve functioning at the level of regulation was the new staff orientation sessions, many of the other

staff development activities contributed to improvement of functioning at this level because they frequently brought together the staff from all levels and roles within the College.

Learning. The primary purpose of functioning at the level of learning is to develop within the organization the capacity to innovate and change, so the organization can remain dynamic and viable. Activities at this level of functioning in a community college therefore, would include those designed to familiarize staff with new approaches to curriculum organization or development, and alternate forms of organizational and program structure.

The period of operation of MacEwam College over which this analysis is made includes the first four years of operation of the College. As was indicated above, many of the staff development activities during this period were directed toward the improvement of functioning at the level of operations, with some indirectly, if not directly, directed toward the improvement in functioning at the level of regulation. Consequently, only a few activities specifically designed to improve functioning at the level of learning were held. Among those that may have contributed to an improvement in functioning at this level were the in-service core workshops on "Planning for Media Development" and "What's Really New in North American Education." While the specific content of the various Professional Growth Activities in which staff participated was not available, it is likely that some of these activities related more or less directly to an improvement in functioning at the level of learning. This assessment is based upon the fact that many of the sessions and workshops were designed to provide new information on new technology.

Consciousness. The primary purpose of functioning at the level of consciousness is to develop within the organization the capacity to remain relevant to its environment. Activities at this level therefore, involve monitoring changes in the environment that effect the organization and using this information to make fundamental changes in the organization; changes in the organization's goals or purposes, methods of operation, and the like.

While much was said during the early stages of the development of MacEwan College about creating a dynamic institution that would continually meet the needs of a very diverse and changing group of people, there is little evidence of any staff development activities directly or indirectly designed to contribute to meeting these needs.

One of the most significant trends in the population served by MacEwan College during the period of ths study, was the "baby-boom" of the late 1940's and early 1950's. As a result one of the most significant trends was the increasing numbers of seventeen and eighteen year old people during the early 1970's (i.e., when the college was being founded) and the decreasing numbers of seventeen and eighteen year individuals in Alberta society in the mid-1970's. Yet there doesn't seem to have been any staff development activities designed to prepare staff to meet the needs generated by this change. Therefore, one can conclude only that few, if any, staff development activities were planned or available during the 1971-75 period that contributed toward an improvement in the functioning of MacEwan College at the level of consciousness.

Dimension Four: Strategy

Overall, the main approach to staff development at MacEwan College during the period of study has been Normative-Re-educative. By and large staff have been advised of staff development opportunities by administrators, through orientation programs and the staff development officer, and allowed to develop their own interests collectively (through group sessions and workshops) or individually through professional development activities and educational leave activities.

However, the President indicated in an interview that he believed it was necessary for administrators to take the initiative and that all staff should attend at least one orientation session. This would indicate that he believed that use of a power-coercive approach at times was necessary.

The primary approach of the staff development officer was a combination of the normative-re-educative approach and the empirical-rational approach. In the first case he tried to make staff aware of potential opportunities for development and in the latter to make them aware of research relative to their roles. Due to his particular position in the overall organizational structure of the College, and employee of the staff development committee, it was not possible for him to use a power-coercive approach.

Summary

The foregoing analysis indicates that each of the four dimensions and nearly all of the thirteen variables were operative in staff development activities at MacEwan College between 1970 and 1975. A classification in the three main types of staff development activity at MacEwan College is presented in Table 3 following.

Table 3

Extent to Which Each Variable of the Analytical Framework was Operative in Each of the Three Period of Staff Development Activity at Grant MacEwan Community College, 1971-75

Dimension and Variable	Period of Staff Development		
	1971-73	1973-75	1975
1. Need			
a) Organizational-destiny/identity	considerable	little	some
b) Organizational-growth/revital.	little	little	little
c) Membership	considerable	some	some
d) Program	some	some	some
2. Mode of Operation			
a) Institutional	some	some	little
b) Membership	some	considerable	considerable
c) Autonomous	little	little	some
3. Level of Inquiry			
a) Operations	considerable	some	some
b) Regulation	some	some	some
c) Learning	little	some	some-considerable
d) Consciousness	none	none	little
4. Strategy			
a) Power-coercive	some	little	little
b) Normative-re-educative	some	some	some
c) Empirical-rational	some	some	considerable

CHAPTER 8

STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE

AN HISTORICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to present a case study of staff development activities at Mount Royal College over a period of time from its founding in 1910 to mid-1975. The information for this case was obtained from a number of sources including: (1) interviews with a number of staff employed at the College during 1972-75, as identified in Appendix C, (2) a review of college calendars and several significant studies of the College completed between 1963 and 1976, (3) notes made during personal involvement in two major staff development activities at the College in 1972 and 1973, (4) personal notes from conferences attended when topics relevant to this study were discussed, (5) reports of Mount Royal College activities included in annual reports of the College and in College Comment, and (6) personal communications with several College staff members, some of whom have now (1976) left the College.

Beginnings

Mount Royal College is the oldest college in operation in Alberta today, having been founded as a private college in 1910 in Calgary by the Methodist Church. In the fall of that year, the Legislature of the Province of Alberta granted the College a charter to conduct programs

in elementary and secondary education, music, art, drama, speech, journalism, commerical and business courses, technical and domestic arts.

The College opened in 1911 with a registration of 154 students and a staff of eleven in its academic and commercial departments and the Conservatory of Music. The philosophy and objectives of the College as stated in the 1911-12 calendar indicated that a major purpose of the College was to provide a comprehensive, flexible, and up-to-date curriculum that would meet the needs of all who wanted to attend; education that would meet both the vocational and avocational needs of the students, and education that would allow the student to develop his or her individual talents to the maximum.

When the United Church of Canada was formed in 1925, Mount Royal College became a secondary school of the Church under a Board of Governors consisting of twenty-four to forty persons, as provided for in the Act to Incorporate Mount Royal College (1910). While the Board of Governors was appointed by the General Council or Presbytery of the Church, the working relationship between the Board and the General Council was not well defined. As a result, the Presbytery had no authority over the Board and the Board had no direct responsibility to the Presbytery (Anderson, 1964:192).

It should be noted also that in addition to the Board of Governors, control over the operation of the College was also exercised by an Executive Committee of the Board, which included the Principal of the College, and the Senate of the College, composed of some members of the Board, the Principal of the College, and the Professors of the various faculties of the College who were empowered to "direct the studies,

lecture, examinations, and exercises of the students" (Anderson, 1964: 10).

Administrative Authority

The chief executive officer of the College was the Principal. He was responsible for the day-to-day operation of the College, overseeing the curriculum, hiring and firing of staff, obtaining necessary resources and the like. Faculty qualifications, salaries and working conditions were determined largely by the Principal on an individual basis with the faculty member. Thus, the primary source of leadership in all matters during the period 1910-1930 was that of the Principal. The Board of Governors did little more than approve ("rubber stamp") the activities of the Principal. It should be noted, however, that during those years, the Principal was always an ordained minister of the Methodist or United Church.

During its years as a private college (1911 to 1966), Mount Royal College was financed through contributions from the General Council of the United Church, Federal and Provincial grants, private contributions and sizeable tuition fees (compared to the public colleges which have small or no tuition fees at all). Thus, students at the College tended to come from higher socio-economic level families. Capital expenditures were financed from public donations, loans, and operating revenues. Thus, maximum use was made of all available space.

First Staff Development Activities

One of the first and in some ways most significant courses or programs offered by Mount Royal College was the courses or program in

religious education. One of the requirements of teachers of these courses was that they attend an annual seminar, held at the College. The purpose of this seminar was to assure that all instructional staff were familiar with the courses and that they promote the "correct" philosophy. All elementary and secondary students registered at the College were expected to take at least one course in "Christian Education." Indeed, many parents sent their sons and daughters to Mount Royal for this very reason.

University Affiliation

The first major step toward becoming a junior college was taken in 1931 with the affiliation with the University of Alberta, Edmonton, the organization of a junior college division, and the discontinuance of the elementary school program. The affiliation with the University, however, did not lead to full junior college status as it is defined today, since the courses offered were completely controlled by the University of Alberta. Students were screened and registered by the Registrar of the University. They had to have the same entrance requirements as students registering in similar courses at the University of Alberta in Edmonton.

Similarly, faculty were selected by the University, which also set faculty qualification requirements, working conditions, and the like. Consequently, members of the faculty who were teaching university courses were a group apart from faculty teaching courses in other divisions at the College.

In the same way, course content, final examinations, pass/fail standards, etc. were established completely by staff of the University.

Not only were faculty expected to teach exactly that which was prescribed, but it was necessary for them to do so since students at Mount Royal College had to write final examinations set by the University in Edmonton. Thus, the courses were not "university parallel" or "university transfer," but "university courses."

First Required In-Service Seminars

Each fall the University held a one or two-day in-service session which all faculty teaching University courses were required to attend. Faculty were also required to go to Edmonton each spring after final examinations were completed to help mark these examinations. While this was not intended to be a staff development activity, it did afford Mount Royal College staff the opportunity to compare notes informally with their colleagues in Edmonton. Thus, it proved to be of considerable value to Mount Royal staff in keeping up-to-date (McCready interview, 1973).

The only other staff development assistance that was available was a small amount of money from Mount Royal College budget for sabbatical leaves. This money was administered solely by the Principal. Nevertheless, since all faculty teaching university courses already had M.A.'s or equivalent (as required by the University), and this was the maximum amount of university preparation for which a faculty member could be paid, there was little incentive to request assistance for formal up-grading or up-dating.

While the commencement of the transfer program in 1931 increased student enrollment in that year, student enrollment between 1932 and

1944 decreased slightly as a result of the great depression and the commencement of World War II. Nevertheless, staff number were maintained during this period and the College went into debt.

Growth in Program Offerings

Better times were ahead, however. An amendment to the original charter of the College by the Provincial Legislature in 1944 allowed the College to commence offering engineering courses in its junior college department. This, coupled with the return of the war veterans in 1945, significantly increased the enrollment at the College. These changes ultimately resulted in a considerable increase in the number and diversity of staff.

The period from 1948 to 1955 saw few changes in the program and enrollment at the College. After the initial influx of veterans between 1945 and 1948, the enrollment in full-time programs remained relatively stable to 1955. Nevertheless, community support remained strong, as it had been over the years since 1911.

Membership in AAJC

In 1944 Mount Royal College joined the American Association of Junior Colleges. As a result, each year a small group of administrative and instructional staff selected by the President attended the annual meeting of this association. Attendance at these meetings in the various parts of the U.S.A. offered the staff an opportunity to acquire information about innovations in American colleges and of new programs at universities (a frequent topic at annual meetings and workshops). Thus, staff began to develop an interest in up-grading and up-dating their own

knowledge. Subsequently, a number of staff obtained educational leaves and enrolled in American universities. Thus, began the provisions for educational leave at Mount Royal College.

Beginning of Collective Bargaining

Prior to 1950, salary and working conditions for faculty (as was noted earlier) were determined almost completely on an individual basis by the Principal, in consultation with the Board of Governors. During the period 1950 to 1964, the salary schedule negotiated by The Alberta Teachers' Association was used for salary increases (Anderson, 1964:148). With the growth in the number and diversity of faculty during the late 1940's and early 1950's, interest began to develop in group bargaining for salary and working conditions. Consequently, provisions for staff development activities began to increasingly become a part of the package bargained for on behalf of the faculty.

The establishment of Mount Royal College in 1966 as a public college under the Public Junior College Act (1958) formalized the role of the Faculty Association as the bargaining agent for all faculty at the College. Some members of the administration believed that "the faculty are now so tied up with the question of tenure that they don't realize that staff development is a better answer to tenure than written agreements" (Fowlow interview, 1973). Vice-President Lauchlan noted (Lauchlan interview, 1973) that:

> Generally most major staff development programs are initiated by senior administrative staff. However, these programs are not imposed upon faculty. The largest demand for support for staff development activities now is for money for travel to attend seminars, workshops, and conferences.

In 1955, the College introduced the semester system. This coincided with a trend toward increased enrollments and numbers of instructors. In 1956, the diversity of the program of offerings was increased with the addition of a Business Administration Department and program. This addition again increased enrollments and the number and diversity of faculty employed at the College. Thus, as the 1950's drew to a close the pace of activity continued to accelerate.

The Anderson Report

In 1963 the College's Board of Governors commissioned Dr. R.N. Anderson (University of Alberta, Calgary) to undertake an analysis of all facets of the College's operation. This report was completed in 1964 and contained recommendations relating to organizational structure, service, facilities, faculty nomenclature and promotions, scholarships, university transfer agreements and a number of others specific to the College's operations. Of specific interest to this study was recommendation number ten which included some forty-eight statements relative to responsibilities of the various college members for improving college teaching.

Of the eleven responsibilities of the President, six referred directly to staff development activities that should be undertaken. Four of the ten responsibilities of the Dean and two of the four responsibilities of the Departmental or Division Director similarly referred to specific staff development activities to be mounted. Included were activities that ranged from "showing concern for the professional development of each staff member," to "devising ways of promoting professional development through reading and study of various theories

and methods in higher education through "development of local workshops, institutes, etc.," to "conducting new staff orientation sessions" and "visiting classes to give constructive assistance to instructors" (Anderson, 1964:225-227).

On one hand, the Anderson Report signalled the end of an era in the operation of Mount Royal College, since it provided an assessment of the development to that point in time. On the other hand, it pointed to a need for revitalization and re-direction of the College, and formed the basis upon which some significant changes were made.

Becoming a Public College

During the period 1910-1965, while it was autonomous, that is, under the direction of a Board of Governors and not a Government Department, Mount Royal College was still a private college. As such it was not considered to be an integral part of the total post-secondary educational system of the Province. This resulted in some problems relative to both image or status, and economics. Among these were the growing negative feelings on the part of many teenagers (potential students) towards religion and/or any institution run by a religious organization, and the high cost of attending a private college compared to the provincially-owned institutions such as the Southern Alberta Institute of Technology, Calgary. Thus, as a result of carefully weighing all of the factors, the Board of Governors made a momentous decision late in 1965, to seek public college status for Mount Royal College. As a result, on September 1, 1966, Mount Royal College became a public college under the terms of the Public Junior Colleges Act of 1958, and its name changed to include the word "junior."

Affiliation with the University of Calgary

When autonomy was granted to the University of Alberta (Calgary) in 1966, Mount Royal Junior College negotiated an affiliation agreement with the new University of Calgary. This new agreement, for the first time, gave the College full junior college status; that is, the College began offering courses which were recognized by the University as being equivalent to those offered at the University, and thus the credit for successful completion was transferrable to a university degree. At the same time, this agreement made it possible for faculty teaching university courses to truly become a part of the total faculty membership of Mount Royal Junior College.

Formation of a Faculty Association

The change to public college status under the Public Junior Colleges Act, also allowed for the formation (establishment) of a full-fledged faculty association, an incorporated body of faculty with certain rights and powers. Of specific significance was the right and power to negotiate with the College Administration (Board of Governors) on behalf of all faculty for salaries, fringe benefits, working conditions, and the like. And so a new era in faculty-administrative relationships commenced.

Planning for a New Campus

Rapidly increasing enrollments following the establishment of the business administration program and the general increase in courses of study in all departments began to put heavy pressures on the College,

in the late 1950's and early 1960's, to provide adequate classroom space at its location in downtown Calgary. While several additions had been made to these facilities in the late 1940's and early 1950's, the College was rapidly outgrowing its campus. At the same time Calgary had grown to a reasonably large city, with a population approaching 500,000. With this increasing population, the downtown business core had expanded such that businesses were at the very door of the College, and space for additional buildings at a great premium. One of the recommendations of the Anderson Report 1964 was that a committee on "Property" be established to give immediate attention to a total study of the location, accommodation and facilities of Mount Royal College in order to present the necessary recommendations for future growth and expansion of the College. The Mount Royal Junior College Board of Trustees wishing to pursue some of the recommendations of the Anderson Report struck a Building and Property Committee to give immediate attention to a sweeping study of the location, accommodation and facilities of Mount Royal Junior College.

The Board of Governors, however, had been looking at ways to resolve the problem for some time. Thus, they had proposed two sites for the new campus--the downtown site and a site at Lincoln Park in southwest Calgary. In 1968 they employed an architectural firm to assess the potential of each of these sites. Nevertheless, it was reported that "right from the start there was a definite swing on the part of the Board [of Governors] to the Lincoln Park site" (Ingram, et al., 1975:181).

New Leadership

In the spring of 1967 Dr. Collett, who had been Principal since 1959, resigned. Ralph W. McCready was appointed Acting President until a new president could be appointed. During the winter of 1967-68 the Board of Trustees of Mount Royal Junior College carried out a search for a new President for the College. As a result, in July 1968, Dr. Walter B. Pentz, a graduate of the University of California at Los Angeles (UCLA), was appointed President of the College. He was given a mandate to completely organize the College and so immediately undertook the task of giving a new sense of direction to both the academic and architectural plans for the new campus.

Pentz was a graduate of the leadership program for community colleges at UCLA, a program that was oriented toward the systems approach (systems thinking) for the delivery of post-secondary education. Prior to coming to Mount Royal College in 1968, he had worked several years in the California State Offices of Higher Education. During this time he had become interested in and familiar with a number of innovative approaches to education being implemented by several California colleges--which at that time were considered to be among the forerunners in the college movement in the United States, if not the whole world.

Among these innovations were the development of the community dimension of the community college, the implementation of the "open door" policy relative to admissions, and the increase in flexibility and adaptability in programming through the use of the modular system, A/V media, and self-paced institutional-learning packages. Predictably, upon his appointment as President, Pentz began actively promoting the

development of the community dimension of the community college, the implementation of the open door policy with regard to admissions, and flexibility and adaptability in programming. His plan, he indicated in an interview, was to make Mount Royal the most innovative, dynamic college in Canada (Pentz interview, 1973). However, he did not meet with instant success.

During 1967-68 while McCready was Acting President, the Building and Property Committee was actively seeking a solution to the "facilities problem." In January, 1968 the Joint Planning Committee (of the Building and Property Committee) reached general agreement on a plan for a new campus that would incorporate an enclosed pedestrian mall. This proposal had the approval of both the students and the staff. In addition an Interim General Faculties Council (IGFC) had formed an ad hoc planning committee to help prepare all staff members for the new Mount Royal Junior College. It held its first meeting in March 1968 to prepare guidelines for a Planning Seminar which was held in April 1968. The purpose of this planning session was to set the stage for students and faculty participation in planning a new campus. While the seminar was rated as successful by the participants much of what was planned was never implemented. This was so because the changes in organizational structure implemented by Pentz late in 1968 caused interest to wane. As a result, the Joint Planning Committee was finally disbanded in the spring of 1969.

Outside Expertise

Thinking that his views either were not well understood, or not popular, and yet wanting to incorporate them into the new College plan,

Pentz made arrangements to employ a consulting firm from New York; Englehardt, Englehardt, and Leggett, who apparently had a reputation for devising plans for innovative approaches to education (Dean interview, 1973). The result of their work was the publication of a booklet, in January, 1969, entitled "The Idea of a College," (Calgary, Mount Royal Junior College).

In the report the consultants proposed several different models for the delivery of educational programs. The one finally selected as "the model" for Mount Royal College was the one that fitted the President's systems orientation (Bate interview, 1973). It was labelled "Lecture-Discussion-Independent Study" by the authors. While it was touted as an innovative approach, in fact it was considered to be neither new nor innovative by many of the faculty. The faculty had been talking about a new campus for ten years. The "new model" proposed by Leggett was, in many ways, very similar to what the faculty had been attempting to do. Thus, the result of this whole exercise seemed to faculty to be one of "here we go again. Let's not take it too seriously because we've been through this four or five times already" (Mitchell interview, 1973).

The faculty of Mount Royal College had long considered themselves and the College to be innovative. Mount Royal College had long enjoyed the reputation of being a "community college"--a college responsive to the needs of the community. Thus, the suggestion by administration that Mount Royal College should embark on an "innovative approach" did not augur well with the faculty. "And so a grudge match started between those who always claimed to be innovative and those who said now we're

going to make you innovative" (Bate interview, 1973).

While the report of the consultants seemed to refer primarily to the College curriculum, it was in fact, to have a major effect on the development of the new campus. As a result of "the Leggett report" (as it became known), plans were made to develop a campus that would provide for the instruction-curriculum approach suggested. The new campus was to have few formal classrooms and laboratories. Indeed, there would be many open "seminar pits," a gigantic learning resources centre, and the like--a campus quite different from those with which most faculty members were familiar. As a result, the administration realized early in the process that faculty would have to be "educated" to make use of these "new" facilities.

Administrative Leadership

Administration, primarily the Vice-President of Instruction under whose jurisdiction staff development came, made several attempts, as early as 1969, to set up staff development activities that would prepare faculty for the move to the new campus being planned. However, largely due to the feelings that existed, few faculty took advantage of these opportunities and the situation worsened (i.e., the grudge match referred to earlier intensified).

First Staff Development Officer

Recognizing that something had to be done, a decision was made by administration to employ a staff development officer to work with faculty. It was most opportune that at that time, the Director of Institutional Research and Development (Mr. R.W. McCready) was resigning

to return to active teaching. As a result, this position was advertized, with the idea that the incumbent would be primarily responsible for preparing staff for the move to the new campus. Subsequently, W.R. Bate (a member of the counselling department of the College) was selected by a panel of administrators to commence work as Director of Institutional Research and Development on July 1, 1970. In this role, Bate was responsible to the Vice-President of Instruction. A major part of his role was to work as a catalyst to and monitor the development and implementation of an instructional system that would facilitate the smooth movement to the new campus. Thus, Bate became the first person specifically employed to do staff development work at Mount Royal College.

The initial plan was to employ two or three assistants to help Bate in his work, but this was never done. And so Bate had a mammoth task ahead of him, realizing that the new campus would be ready for occupancy within approximately two years (Bate interview, 1973). It should also be noted that plans for the new campus had been signed and sealed for more than a year.

In working with faculty, Bate tried to do four main things. First, he tried to develop a rapport with the faculty who had been somewhat alienated from administration, due to administration's attempt (as the faculty saw it) to impose the "Leggett Model" for educational program organization to be used in the new Lincoln Park campus. As a result, faculty were not enthused with the use of outside consultants nor with administration's "top-down" approach to preparation for the move into the new campus.

Second, through an informal discussion approach over coffee,

during lunch break, and the like, Bate tried to develop in the faculty a positive attitude toward change.

Third, Bate attempted to acquire and make readily available to the faculty through photocopies, up-to-date information about alternative approaches to instruction, the use of audio-visual aids and the like. Thus, a considerable collection of materials was built up in the learning resource centre, now housed in the staff lounge of Lincoln Park campus.

His fourth major activity was to organize small group workshops or discussion sessions largely between groups of staff within the College and himself, or other resource people in the College. Most of these were from one-half day to a full day in length and dealt with small or specific problems related to the redesign of the curriculum. As background for this activity, late in 1970 Bate presented a paper to faculty entitled "Toward '72." The primary purpose of this paper was to present guidelines for curriculum development based upon the "systems approach" to curriculum development. Ultimately, through the assistance of the Research and Development Office some 170 "priority courses" were designed using this approach. Another effect of the tremendous amount of energy expended on this approach was to make a considerable number of faculty aware of the instructional demands the new campus would make upon them. Nevertheless, some faculty members perceived this approach to be a mechanistic and "dehumanizing" approach to instruction. Yet, within a year, Bate was able to significantly reduce (in his opinion) the negative feelings toward both the administration and the concept on which the new campus was being built. As a result, he made arrangements, with the help of administration, to

present a program on innovative approaches in education. The program was held in the Jubilee Auditorium. Classes were cancelled for the day and faculty actively encouraged to attend, which they did.

The program presented was excellent, according to many of those who attended. So successful was this approach and program, that faculty later asked to have another such workshop. Time was running out, however, and it was never held. Nevertheless, many formal and informal faculty meetings, seminars, and workshops were held. As a result, by the time the Lincoln Park Campus was ready in the summer of 1972, many of the faculty were ready for the move (Bate interview, 1973).

Move to the New Campus

Classes commenced in the new campus in September, 1972, which was officially opened on November 17, 1972, by the Honorable Dr. Grant MacEwan, Lieutenant Governor of Alberta.

Bate's Resignation

Having made a reasonably successful move into the new campus, the administration, during the Spring of 1973, began considering the possibility of reverting the Office of Instructional Development to its forerunner, the Office of Institutional Research and Development. Bate was of the opinion, however, that much was yet to be done to make the new facilities work adequately and properly. Thus, when he was asked in effect to take over some of the old duties of research and development, he resigned. His resignation took effect July 1, 1973.

Faculty Leadership Comes Forth

Subsequent to Bate's resignation in 1973, the Faculty Association struck a committee entitled "Professional Development Committee." In late 1973 Mr. Bate was asked and accepted the invitation by the Faculty Association to act on this Committee. Thus, Bate was able to continue much of the work he started earlier as Director of Instructional Development. His informal involvement in staff development, however, was short lived since in the autumn of 1974 he was appointed (or re-appointed) Director of Educational Development, a position he held until his resignation from the College during the summer of 1975. As Director of Educational Development, Bate was again involved in a formal way in staff development activities at Mount Royal College. During the 1975-76 college year much of the work of Instructional Development was delegated to the various instructional departments assisted by a long standing "judiciary panel" identified as the Professional Standards Committee which made decisions concerning the granting of sabbatical leaves, grants for research or study, and tenure. Nevertheless, the Professional Development Committee of the Faculty Association continued to operate.

Annual Seminar

For many years, Mount Royal has had an annual staff development seminar off-campus. It was founded as a seminar for faculty teaching university courses (noted earlier). While this seminar continued through the early 1970's, it was devoted largely to the discussion of overall problems affecting the College. During these later years it was largely a "semi-social and semi-professional kind of activity" (Bate interview, 1973). Nevertheless, in 1973 they organized a seminar concerning

"College Goals," and one in 1974 on "Aims and Objectives of Mount Royal College." Thus, it seems evident that the move to the new campus stirred-up an interest in staff development.

Staff Development 1973-75

With the establishment of the Professional Development Committee in 1973, many of the professional staff development activities of the College were taken over by the Faculty Association, with the funds coming largely from the College budget.

In establishing the Professional Development Committee, the Faculty Association was hopeful that faculty development would become a cooperative effort between Faculty and Administration. The first example of a cooperative effort was a seminar held March 29-30, 1973, concerning identifying College goals, arranged by the Faculty Association and attended by faculty, the College administration, several members of the Board of Governors, and some students. Nevertheless, it was the opinion of the President late in 1974, that little action would be taken by the Faculty until incentive or leadership was provided by administration (Pentz interview, 1974).

The Professional Development Committee of the Faculty Association has continued to operate and has been actively involved in planning and organizing the annual professional development conference held by the College in February or March of each year. The theme of the 1974 conference was "Aims and Objectives of Mount Royal College," and that of the 1975 conference "Strengths and Weaknesses of the Instructional System." Each of these conferences included a number of concurrent sessions in keeping with the theme but designed to appeal to more specific

staff interests and courses, such as the evaluation of students, audio-visual methods, feedback mechanisms, and the use of College space.

During the 1973-75 period a new staff orientation program was conducted at the College each year on a joint basis between the College administration and the department heads in whose departments the new staff were employed. While no formal or structured program was ever developed, the orientation program consisted of a familiarization with the physical facilities of the College, the organizational structure of the College, the availability of support services, an introduction of some key staff, and an opportunity to review courses and instructional methods with senior colleagues. A more formalized program was planned for 1976 and 1977.

Individual professional growth activities at Mount Royal College have long been administered largely by the various instructional departments through the allocation of funds for travel. Approval of funds for activities requiring the payment of registration fees and the like has been that of the College Deans, Vice-Presidents or President. The formation of a Professional Development Committee by the Faculty Association in 1973 resulted in a transfer of some funds from the college budget (i.e., from administration) to this committee. At the same time a limited amount of funds for staff development was retained or allocated to the various college Deans. Thus, participation in professional growth activities since 1973 has been a four way responsibility between the Department Heads, the Deans, the Professional Development Committee, and the participants. As a result of this situation, it is very difficult to obtain information as to what portion of the total college budget

or what funds were being expended for staff development in any year. It is similarly very difficult to obtain a complete list of all professional growth activities in any year. As a result, only a partial list of such activities is presented in Appendix G.

Summary

In the foregoing a number of significant and key staff development activities or types of activities were identified. The purpose of this summary is to list these activities individually and in groups (as appropriate) so that an overview of the magnitude and range of activity can be assessed.

1910-66--Annual Seminar held for teachers of religious education courses.

1931-66--Annual Workshop held for teachers of university courses. Faculty also required to go to Edmonton each spring to help mark university course final examinations.

1931-66--The small amount of financial resources available for sabbatical or educational leave completely controlled by the College President.

1944-66--Following the acquisition of membership in the American Association of Junior Colleges, a small number of faculty invited by the President to attend the annual AAJC convention.

1955-66--The increasing involvement of the Faculty Association in the collective bargaining process results in a greater allocation of funds for travel and thus indirectly for staff development.

1955-66--Annual Pre-session Staff Development Seminar held largely to bring senior staff up-to-date and to introduce new staff members.

1966--Mount Royal College becomes a public college under the Public Junior Colleges Act. Faculty Association given exclusive rights to bargain for salary and working conditions on behalf of their membership.

1970-73--R. Bate employed as Director of Institutional Research and Development but given major responsibility for staff development relative to impending move to new Lincoln Park Campus.

1973--Professional Development Committee established by the Faculty Association.

1973-Present--Annual two-day Professional Development Conference held in February ~~or~~ March

CHAPTER 9

STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE

AN ANALYTICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to illustrate the use of the paradigm rather than to present a complete analysis of the total staff development at Mount Royal College. Thus, the analysis is limited to a small number of major or key staff development activities at Mount Royal College over the period covered by this study.

Three major staff development activities used to illustrate the use of the paradigm were:

1. staff development activities between 1910-1966, i.e., during its years as a private college,
2. activities of the Research and Development Officer, 1969-1972, i.e., during the preparation for and move to the new Lincoln Park Campus, and
3. staff development activities, 1972-1975.

Specifically the analysis classifies each of these activities according to the variables of the four dimensions of the paradigm. This required interpreting the purpose and operation of the activity as indicated in the written outline or syllabus for the activity and interpreting the observations of participants interviewed and reported in the description part of this section. In other words, the analysis is made from few first-hand observations.

Dimension One: Needs

Organizational--destiny, identity, growth and revitalization. During the first fifty years of operation of Mount Royal College, faculty and administration were involved to a very limited extent in three main types of staff development activities. The first of these were seminars and workshops that related directly to specific teaching responsibilities, namely, religious education and university courses. The second group of activities involved a very limited number of sabbatical or educational leaves for professional improvement. And the third group of activities included those in which a few staff attended AAJC conferences. While neither the program of studies nor the conference agenda are available for any of these three groups of activities, it seems likely that these activities would tend to up-date, up-grade or revitalize those who attended. This up-dating and revitalization would undoubtedly make it possible for the College to more fully serve its purpose. As a result, these activities might be considered to relate in a significant way to meeting organizational needs.

The workshop held during the autumn of 1970 in which Leggett discussed his consulting firm's report "The Idea of a College," was likely intended to meet organizational needs of identity and destiny as they related to the development of the new Lincoln Park Campus. However, this workshop was so poorly received that it is questionable whether much was gained in this regard. Nevertheless, several workshops were held between 1972 and 1976 that undoubtedly contributed to meeting organizational needs of destiny and identity. Among these workshops was one on "College Goals" held in 1973, and one on "Aims and Objectives of Mount Royal College" held in 1974.

Membership--satisfaction and development. One of the purposes of many of the early and more recent staff development activities has been to assist the staff in acquiring personal knowledge and skill relative to their specific roles in the College. For example, the workshops for teachers of religious education and university courses were designed to help staff become completely familiar with both the course content and the expectation of the College for the courses. Thus, it is evident that both would aid in meeting membership needs of satisfaction and development.

One of the major responsibilities of Bate in his role as Director of Institutional Research and Development, was to assist staff in their preparation for the move to the new campus. In so doing, Bate tried to familiarize staff with alternative approaches to instruction and to facilitate the development of new course outlines and teaching techniques that would be required in the new Lincoln Park facilities. It is evident therefore, that much of this work contributed to meeting membership needs that would arise once they moved to the new facilities.

The limited number of sabbatical and educational leaves granted over the years undoubtedly contributed to the academic or pedagogical development of the participants. In a similar way, many of the professional growth activities identified in Appendix G would contribute to membership development and thus, satisfaction.

Thus, it seems evident that a considerable number of staff development activities over the years, but especially since 1972, would contribute significantly to meeting membership needs.

Program--organizational effectiveness. As was noted earlier, several of the staff development activities during the early history of the College were designed to familiarize staff with the content and purpose of two main programs--religious education and university courses--so they would be taught in keeping with either the College's or the university's expectations. These workshops undoubtedly also helped staff to keep the courses up-to-date. Thus, they contributed significantly to meeting program needs.

A considerable portion of the work of Bate was intended to help staff redesign their courses and to develop new instructional methods so the courses could be effectively offered in the new Lincoln Park facilities. Thus, a considerable portion of Bate's work may be seen as contributing to meeting program needs.

A review of staff development activities during 1972 to 1975 indicates that while some were directed toward the improvement of the educational program at Mount Royal College, meeting program needs was likely not a high priority for most of these activities.

Dimension Two: Mode of Operation

Institutional. As was noted in the first part of this chapter, nearly all of the staff development activities during the first fifty years of operation of the College were totally controlled by the College administration. For example, staff teaching religious education and university courses were required to attend the annual workshops. Staff who participated in the annual AAJC conferences were selected by the College President. The decision to employ a person to help staff prepare

for the move into the new campus was that of administration, as was the selection of the employee to fill this role. While during 1970-72, the Director of Institutional Research and Development was careful to "avoid being identified with administration" his role in the College was almost totally determined by administration. As a result, likely a considerable amount of his work was of the institutional mode.

These few examples serve to indicate that the primary mode of operation for most staff development activities at Mount Royal College up to 1972 were institutional.

Membership. As can be noted from a review of the historical perspective, that while much of the early staff development activity at Mount Royal College was operated according to the institutional mode, much of the staff development activity since 1972 has been of the membership mode. No doubt this is largely the result of the establishment of a Professional Development Committee by the Faculty Association in 1973.

While during the first term of office (1970-73) Bate was given the responsiblity by administration to prepare faculty for the move to the new campus and thus was required to some considerable degree to act according to the institutional mode, during his last term of office as Director of Educational Development, he was able to operate to a much greater extent as a member of faculty. In so doing he participated on a cooperative basis with the Faculty Association in arranging several of the annual professional development workshops and a number of small group seminars.

Bate's resignation early in 1975 and the decision of administration

not to fill the vacancy in 1975-76 resulted in an even greater involvement of the faculty in the planning and implementation of the various staff development activities. Thus, during 1975-76 staff development at Mount Royal College operated largely according to the membership mode.

Autonomous. While as noted above most staff development activities at Mount Royal College have been of the institutional or membership mode, throughout the period there has been a limited number of activities that have been of the autonomous mode. Included were the limited number of educational or sabbatical leaves granted and the considerable resources made available for staff to attend conferences, seminars, and workshops selected according to their own needs. Staff who were granted educational leave were reasonably free to take whatever course of study they desired. Thus, the operation of this activity is consistent with the autonomous mode.

Dimension Three: Level of Functioning

Operations. A considerable proportion of the staff development activities prior to 1964 was directed toward creating stability and reliability in the organization. Included were activities designed to qualify, up-date and up-grade staff in keeping with their teaching responsibilities. Thus, these activities were directed largely toward improving the level of operations.

One of the major objectives of many of the activities in which Bate was involved were designed to help the instructional staff develop

course outlines and instructional approaches which would allow them to function effectively in the new campus. As a result many of these activities may be considered to have been directed toward recreating reliability and stability in the organization. Thus, in effect they were directed, in part at least, toward improving the functioning of Mount Royal College at the level of operations.

In a similar way many of the staff development activities since 1972 have had a similar purpose, that of improving the stability and reliability of Mount Royal College.

An example of such an activity is the professional development conference in 1973 concerning "College Goals." Another example is the 1974 conference on "Aims and Objectives of Mount Royal College."

Regulation. While the primary purpose of the workshops for teachers of religious education and university courses was to help them fulfill their responsibilities as teachers, it is likely that a part of the purpose was also to monitor the staff's thinking and teaching relative to each of these areas. Certainly the involvement of faculty teaching university courses in the marking of final examinations, which McCready identified as a significant staff development activity, would result in a monitoring of achievement in this regard. As a result, part of the staff development activity during this period can be identified as that of regulation.

Although there is little specific information on which to make an assessment, it seems likely that part of the role of Bate as Director of Institutional Research and Development was to monitor staff progress toward developing new approaches that would facilitate a smooth tra- fer

to the new campus. Thus, part of Bate's role was likely directed at improving functioning at the level of regulation.

It is also evident that part of the purpose of several of the annual professional development conferences was to improve functioning at the level of regulation. One of the small group activities at the 1975 conference was the development of feedback mechanisms. Thus, while the amount of staff development activity directed toward an improvement in functioning at the level of regulation was small, it is evident that some was included in many of the activities over the total period of operation of the College.

Undoubtedly many of the activities within the College designed to improve functioning at the level of regulation were not formalized into a specific staff development activity.

Learning. At least two major groups of activities may be identified as being directed toward improvement of functioning at the level of learning. They are: the staff development activities that resulted from joining the American Association of Junior Colleges and much of the activity during the period 1969-72. The first of these is identified as being at the level of learning since one of the purposes identified for joining AAJC was to provide an opportunity for staff to acquire new ideas relative to their role, become familiar with new educational technology (teaching methods, programming methods, and the like) and new educational hardware--since the U.S. colleges were perceived to be somewhat ahead of Alberta colleges at that time in this respect.

The second group of activities, those related to the move into

the new campus were clearly directed toward making use of new facilities, equipment and educational technology. The new campus was designed according to "the systems approach"--a relatively new concept in education at that time. Thus, staff had to be prepared to address their responsibilities in a novel, nonroutine way.

Consciousness. It is evident also that many of the staff development activities over the entire period included in this case were directed toward creating and/or expanding Mount Royal's role in society. Certainly one of the important reasons for the college joining AAJC was the desire to make Mount Royal an innovative and respected "junior" and "community" college. A certain prestige went with being a member of the American Association of Junior Colleges.

Dimension Four: Strategy

Power-coercive. The analysis of staff development activities according to the previous three dimensions indicates that the strategy used most frequently to develop and implement staff development activities at Mount Royal College between 1910 and 1972 was the power-coercive strategy. As has frequently been noted staff involvement in development activities during the 1910 to 1955 period was totally at the discretion of the College President.

The increasing involvement of the Faculty Association in the collective bargaining process beginning in 1955 has gradually changed the approach to staff development at the College. Nevertheless, as was also noted, most of the staff development associated with the move to the new Lincoln Park Campus was directed by the College administration,

and thus involved to a considerable degree the power-coercive approach. Included were the decisions to employ a consulting firm to develop an educational model for the new campus and to employ a person to act as a "staff development officer."

In summary, it can be noted therefore, that to a very large degree staff development took place at Mount Royal College between 1910 and 1972 as a result of the power-coercive strategy.

Normative-re-educative. It is difficult to identify specific staff development activities that were the result of the use of this strategy, however, it is evident that some of the professional growth activities since 1972 in which individual staff attending workshops and seminars off-campus involved a normative-re-educative strategy, since involvement of a staff member in a specific activity is largely the result of interest created through the distribution of advertisements or information about the various activities available. Few other staff development activities seem to have been the result of the use of the normative-re-educative strategy.

Empirical-rational. Empirical-rational strategies involve a change agent who is aware of the individual's (the client's) needs and opportunities or activities that will help meet these needs. One type of staff development activity at Mount Royal College that may have resulted in part from the use of this strategy was the opportunity provided by the President for certain faculty to attend AAJC conferences. Another group of activities that resulted from the use of this strategy were those related to the preparation for the move to the new campus,

since to some considerable degree Bate attempted to act as a change agent. Again it can be noted that likely both Bate and the Professional Development Committee were acting in part as change agents when they planned and implemented the professional development conferences in 1973 and 1974, both aimed at bringing about a specific change in staff thinking about the goals and objectives of Mount Royal College.

Therefore, we can conclude that while the power-coercive strategy was the main strategy used to implement staff development activities during the early years of the operation of the College, normative-re-educative and empirical-rational strategies were also operative during those early years, becoming increasingly important in later years.

Summary

The foregoing analysis indicates that each of the four dimensions and nearly all of the thirteen variables were operative in staff development activities at Mount Royal College between 1910 and 1975. A classification as to the extent to which each of the thirteen variables was operative in the three main types or periods of staff development activity at Mount Royal College is presented in Table 4.

Table 4

Extent to Which Each Variable of the Analytical Framework was Operative in Each of the Three Periods of Staff Development Activity at Mount Royal College, 1910-75

Dimension and Variable	Period of Staff Development 1910-66	1970-72	1972-75
1. Need			
a) Organizational-destiny-identity	considerable	considerable	some
b) Organizational-growth/revital.	little	considerable	little
c) Membership	some	some	considerable
d) Program	some	some	some
2. Mode of Operation			
a) Institutional	considerable	considerable	little
b) Membership	little	some	considerable
c) Autonomous	none	little	some
3. Level of Inquiry			
a) Operations	considerable	considerable	some
b) Regulation	little	some	some
c) Learning	little	some	some
d) Consciousness	none	little	little
4. Strategy			
a) Power-coercive	considerable	considerable	little
b) Normative-re-educative	little	some	some
c) Empirical-rational	little	some	some

Source: "Historical Perspective of Staff Development at Mount Royal College," Chapter 8 preceding.

CHAPTER 10

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY

Summary

The primary purpose of this study was to contribute to the understanding of the concept of staff development, particularly as it applies to a post-secondary non-university educational institution. To do so, the study attempted to conceptualize staff development as an activity that contributed to organizational self-renewal, to develop a paradigm in keeping with the conceptualization of staff development, and to illustrate the use and value of this paradigm in helping to understand staff development by using it to analyze the staff development program at two community colleges in Alberta.

A review of literature concerning staff development indicated that a very large number of articles concerning the need for and methods of staff development in educational institutions have been published since 1970. Few, if any of these articles, however, were based upon (a) a consistent or comprehensive definition of staff development, or (b) a well founded conceptual or analytical framework. Thus, the first purpose to this thesis was to conceptualize staff development. One of the most fruitful approaches seemed to be to define staff development in terms of organizational renewal.

The second purpose of this study was to develop an analytical framework that would aid in understanding the approach to staff

development of any organization. The analytical framework was developed from four bodies of literature that were either identified by or very closely associated with the concept of staff development developed in the first part of the study. These four bodies of literature were those related to (a) organizational self-renewal, (b) organizational development, (c) educational program development, and (d) planned change strategies. The result was a four dimensional model with the following dimensions, (1) needs, (2) mode of operation, (3) level of functioning, and (4) strategy.

The two colleges used to illustrate the use of the paradigm were selected largely because of their similarity in purpose and operation (both being public community colleges in Alberta) and their dissimilarity in age and size.

The approach to staff development in each college was presented in research case format, consisting of a narrative of the significant events and circumstances in the development and operation of the staff development program, presented in chronological order, and an analysis conducted according to the analytical framework. Information as to the development and operation of the staff development program in each institution was obtained through interviews of selected staff at each college, and a review of numerous relevant documents. The framework used was the one developed in the earlier part of this study.

A summary of the findings is presented in Table 5 following.

The analysis indicated that the staff development program at both colleges concentrated on (a) organizational needs, (b) an institutional mode of operation, and (c) the operations and regulations levels

Table 5

Summary of Findings of Study

Dimension and Variable	College	
	MacEwan	Mount Royal
1. Needs		
a) Organizational	Almost equal emphasis in staff development activities to meet all three needs; organizational, membership and program.	Major emphasis in staff development activities 1910-72 on organizational and program needs.
b) Membership	Meeting membership needs is one of the purposes of many staff development activities throughout period of study.	Staff development activity to meet membership needs increased conderably after 1955 and again after 1972.
c) Program	A major emphasis of several of the small group workshops.	An emphasis of early staff development activities.
2. Mode of Operation		
a) Institutional	While planning and implementation of new staff orientation programs in 1971 and 1972 was of the institutional mode, nearly all subsequent orientation programs and most other staff development activities between 1971 and 1975 operate according to the membership and autonomous modes, with increasing emphasis toward the latter.	Mode of operation of nearly all staff development activity prior to 1972--institutional. Since 1972 considerable shift toward membership mode and autonomous mode (about equal emphasis).
b) Membership		
c) Autonomous		

Table 5 (Continued)

Dimension and Variable	College	
	MacEwan	Mount Royal
3. Level of Functioning		
a) Operations	Major emphasis throughout the period of study.	Major emphasis until about 1955.
b) Regulations	Some move in this direction during 1975/76.	Some emphasis throughout total period of study, although few specific activities solely for this purpose.
c) Learning	Little emphasis--very few staff development activities on new methods until 1975, since growing emphasis.	A major emphasis during preparation for move to new campus. Staff development activity at this level continuing or growing.
d) Consciousness	No specific activities for this purpose.	Very little evidence of any activity at this level of functioning.
4. Strategy		
a) Normative-re-educative	Major strategies in all but new staff orientation program	Normative-re-educative and empirical-rational strategies used extensively since 1972 and to some extent 1955-68.
b) Empirical-rational		
c) Power-coercive	Part of strategy for new staff orientation program--new staff must attend.	Major strategy 1910-55 and 1970-72.

of functioning. However, there were other similarities and differences between the colleges. Similarities included:

* A change in emphasis as each college became established from staff development activities designed to meet organizational needs to those designed to meet membership needs.

* A small change in emphasis as each college became established from activities directed toward improvement in functioning at the level of operations to the level of learning.

* Very few activities at either college directed toward an improvement in functioning at the level of consciousness.

Dissimilarities included:

* The emphasis upon organizational needs of destiny and identity of MacEwan College and the emphasis upon organizational needs of growth or revitalization at Mount Royal College.

* The greater autonomy in mode of operation of staff development programs at MacEwan than at Mount Royal.

* The greater emphasis upon the learning level of functioning in Mount Royal and upon the operations level of MacEwan College.

* Greater use of the institutional mode of operation of staff development activities at Mount Royal College than at MacEwan College.

Conclusion

The conceptualization of staff development in terms of organizational renewal resulted in a new approach to staff development; new in that this approach was different than that found in any of the literature reviewed by the author. This approach proved most useful in that it identified several bodies of literature that contributed significantly to the development of a paradigm that aided in the understanding of staff development, a paradigm that proved to be most useful in analyzing

and thus understanding the approach to staff development at Grant MacEwan Community College and Mount Royal College.

Another aspect of staff development in each college that was not covered very well by the paradigm was the type and amount of resources made available for staff development at each institution. Thus, it would seem that this aspect of staff development might be included as another dimension of the paradigm.

Implications

The following are the implications which arise out of this study.

1. For the conceptualization of staff development. Every definition has its reference points. The main reference points for the definition of staff development used in this thesis was a view that staff development should be an ongoing educational activity designed to improve the organization through improving its members. This approach proved to be productive in developing a paradigm for the analysis of staff development in an educational institution. It could also be used as a reference point for developing staff development programs.

For example, an organization wishing to plan and implement a comprehensive staff development program could use the model for staff development presented in this thesis to plan activities that would meet each of the three organizational needs, improve the functioning of the organization at each of the four levels identified, operate according to each of the three modes identified, and be implemented according to each of the three strategies identified. In other words, the analytical model developed in this thesis could also be used as a planning model.

2. For the paradigm. Every model has its strengths and weaknesses. No model will ever provide for a complete analysis of a diverse activity such as staff development. However, when the model fails to account for all significant aspects of the activity being analyzed it should be revised. Thus it is recommended that another dimension be added to the model to indicate the resources that are used in the staff development program. The variables of this dimension would be as follows:

Dimension	Variables
5. Resources	(a) Economic (Amount and Source)
	(b) Human (identified Staff Development Officer, etc.)
	(c) Material, (L.R.C., etc.)

3. For the use of the paradigm. In addition to the kind of use it had in this study, the paradigm might also be used as a model for planning a comprehensive approach to staff development, as noted in point number 1. In a less rigorous way it could be used as a checklist to give a quick assessment of, or perspective on the approach to staff development within any organization. It could be used as a mental framework for developing questions and criticisms of staff development approaches. It would, for example, enable one who was examining a particular staff development approach to note possible omissions and inconsistencies. Thus it could be useful to administration, teachers, change agents and staff development officers, and past participants.

4. For further study. (a) Further check of the usefulness and validity of the paradigm by applying it to the approach to staff development at other post-secondary educational institutions.

(b) Study of factors affecting the initiation and development of a staff development program (that is, an assessment of the importance of each of the dimensions of the paradigm).

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APPENDIX A

WESTERN CANADIAN COMMUNITY COLLEGES
1972

APPENDIX A

WESTERN CANADIAN COMMUNITY COLLEGES
1972

ALBERTA

Fairview Regional College
Fairview

Grande Prairie College
Grande Prairie

Grant MacEwan Community College
600 Canada Trust Building
Edmonton

Lethbridge Community College
Lethbridge

Medicine Hat Junior College
Medicine Hat

Mount Royal College
7 Avenue and 11 Street S. W.
Calgary

Northern Alberta Institute of Technology
11762 - 106 Street
Edmonton

Olds Regional College
Olds

Red Deer Junior College
Red Deer

Southern Alberta Institute of Technology
10 Street and 16 Avenue N.W.
Calgary

Vermilion Regional College
Vermilion

BRITISH COLUMBIA

British Columbia Institute of Technology
3700 Willingdon Avenue
Burnaby

Camosun College
Victoria

Capilano College
1770 Mathers Avenue
West Vancouver

Cariboo College
Kamloops

College of New Caldonia
2901 - 20 Avenue
Prince George

Douglas College
332 Columbia Street
New Westminster

Malispina College
460 Wallace Street
Naniamo

Okanagan Regional College
1638 Pandosy Street
Kelowna

Selkirk College
Box 1200
Castlegar

Vancouver City College
1595 W. 10th Ave., Vancouver

Vancouver City College
Langara Campus, Vancouver

Vancouver Vocational Institute
250 Pender Street
Vancouver

MANITOBA

Assiniboine Community College
1430 Victoria Avenue E.
Brandon

Keewatin Community College
The Pas

Red River Community College
2055 Notre Dame Avenue
Winnipeg

SASKATCHEWAN

Saskatchewan Institute of
Applied Arts and Sciences
Saskatoon

Saskatchewan Technical Institute
Moose Jaw

APPENDIX B

LETTERS SOLICITING SUPPORT

February 8, 1973

Dr. W. B. Pentz, President
Mount Royal College
Lincoln Park Campus
Calgary, Alberta

Dear Mr. President:

I am aware that during the last several years, your college has provided a number of in-service educational programs and opportunities to college administrators, faculty and professional support staff. Some or all of these activities and opportunities may have been provided as a result of the administrative concern for the quality and level of service offered by the college. Or it might have been provided as a result of the faculty's request (demand) for such activities and opportunities. Or it might have been provided for both of these reasons and others.

Your in-service or faculty development program may include both on and off-campus activities and other opportunities. There may be comprehensive approach or stopgap approach to specific problems. You and your board may have often asked the questions, "Is the money and time for in-service education well spent?" "What approach will produce the best returns?" "How can we best keep staff up to date?"

I am sure that if those concerned with faculty development have researched the literature, as I have, they would also have found a great dearth of information on almost any aspect of faculty development. It is as a result of this deficiency of information, of models, and the like, that I have undertaken a case-study of faculty development in western Canadian Colleges. I hope this study will help provide some answers to our mutual problem. I would therefore ask your assistance.

The study will consist of a compilation of information concerning faculty development in eight colleges in western Canada. The information will be gathered through a review of appropriate college documents and interviews with selected college employees. Your assistance is therefore specifically requested in identifying and making available appropriate college documents and information concerning <u>your</u> in-service educational program, and in identifying and asking assistance of your staff in supplying the needed information. Specific college documents would include: the college or faculty handbook, policy statements by the College Board, administrative and/or faculty relative to in-service education statements and policies relative to working conditions, qualifications, etc. (that relate to in-service education), and information as to budget available in the past and at present for in-service education.

College personnel I would like to interview would include yourself, the administrative staff member most responsible for in-service educational programs, and the faculty representative most concerned. I would also like to interview one to three representatives of faculty that might be interested in contributing information. I am particularly interested in interviewing those faculty that have had several years of experience at your college. For this purpose I would appreciate permission to distribute to all faculty and administrators a general request for information and assistance.

I would appreciate your response to this request at your earliest convenience. Upon receipt of your approval I will make further arrangements through personal contact with you.

Thank you for your consideration.

Yours very truly

W. J. Collin
Olds Regional College

WJC:kc

Dear Faculty Member:

I am a graduate student in educational administration at the University of Alberta and President of Olds Regional College. For some considerable time I have been interested in initiating and/or establishing a comprehensive faculty development (in-service) program in our college. During the past several years a number of in-service educational programs and opportunities have been made available at or by your college. Among these activities and opportunities were sabbatical leaves, seminars, courses and workshops, conferences, professional library materials, and the like. While not all colleges have made available such a comprehensive selection of programs and opportunities, many are now developing a real interest and concern for in-service education of all employees.

In attempting to develop such programs they have researched the literature, only to find, as I have, a dearth of information on almost all aspects of in-service training. As a result of this deficiency in information, I am undertaking a case-study of faculty development programs in western Canadian Colleges. It is hoped this study will provide the background for both a more systematic comparative analysis and a more comprehensive approach to in-service training in colleges.

I propose to collect this information through a review of appropriate college documents, and a semi-structured interview of college employees, in eight colleges in western Canada. Since your college was one of the colleges selected, I hereby solicit your support. I solicit your support by giving me the time to interview you, on an individual basis. All I ask is that those of you who are interested in developing a more comprehensive, consistent in-service program, tell me about the faculty development program at your college. Anyone who wishes to remain anonymous may do so.

To facilitate obtaining this information, I will be at your college for several days during the next two or three months. At that time I will make it known when and where you may find me for interview purposes.

Since I believe this study can contribute much to future faculty development programs, I sincerely solicit your support.

Since it is intended that this be a general request, it is not necessary that you respond. Rather, I would appreciate you thinking about this topic and your assistance when I am at your college.

Looking forward to meeting you, I remain

Yours very truly

Wilbur J. Collin
Olds Regional College

APPENDIX C

PERSONS INTERVIEWED

APPENDIX C

PERSONS INTERVIEWED

Re: Grant MacEwan Community College

Dr. Charles Day, Dean of Academic Affairs, Grant MacEwan Community College

Mr. Bob Eggers, Faculty Member, Grant MacEwan Community College

Mr. John Haar, President, Grant MacEwan Community College

Mr. Peter Jaffray, Staff Development Officer, 1974-76

Mr. Ted Kemp, Faculty Member (Member of Staff Development Committee)

Dr. Henry Kolesar, Former Chairman, Alberta Colleges Commission

Mr. Bob Leong, Dean of Administrative Affairs

Miss Donna Mitchell, Faculty Member (Member of first Staff Development Committee)

Mr. Peter Stewart, Executive Assistant to the President, 1972-74

Mr. Clark Tingley, Director, Cromdale Campus

Re: Mount Royal College

Mr. Richard Bate, Director, Institutional Research and Development, 1970-72
Director, Instructional Development, 1971-73
Director, Educational Development, 1974-75

Mr. Gary Dean, Vice-President, Instruction, 1968-74

Mr. Fred Fowlow, Director, Faculty of Science

Mr. Doug Lauchlin, Dean, Student Services (Appointed President, 1976)

Mr. Hugh MacLeod, Chairman, Faculty Association, 1969-73

Mr. Ralph McCready, Faculty Member, 1935-present
Head, Department of Arts and Science, 1944-59
Head, Department of Engineering, 1946-62
Director, Research and Development, 1959-68
Acting President, 1967-68

Mr. John North, Head Librarian, 1969-74

Dr. Walter Pentz, President, 1966-75

APPENDIX D

NEWS ITEMS CONCERNING THE FOUNDATION OF GRANT MACEWAN COMMUNITY COLLEGE

EDMONTON JOURNAL, 1970-71

APPENDIX D

NEWS ITEMS CONCERNING THE FOUNDATION OF
GRANT MACEWAN COMMUNITY COLLEGE

EDMONTON JOURNAL, 1970-71

Date	Page	Topic
August 26, 1970	47	Edmonton College Has New Name
September 17, 1970	53	President to be Chosen in October
October 31, 1970	1	Haar Appointed President
November 7, 1970	9	Board Tours Eastern Canadian Colleges
December 2, 1970	79	Sending the School to the Students
February 23, 1971	27	Store Front College
February 27, 1971	3	Open Door College
March 16, 1971	43	MacEwan Swamped with Applications
June 23, 1971	80	Dominion Store Will Become Cromdale Campus
July 7, 1971	57	Staff Attend Orientation Program
September 8, 1971	3	Grant MacEwan College Opens
September 10, 1971	10	Unique Characteristics of MacEwan College

APPENDIX E

STAFF DEVELOPMENT ACTIVITIES
MACEWAN COLLEGE

1974-75 AND 1975-76

APPENDIX E

STAFF DEVELOPMENT ACTIVITIES
MACEWAN COLLEGE
1974-75 AND 1975-76

1. New Staff Orientation Programs - August 1974
   August 1975

2. In-Service Core Programs

"Basic Group Dynamics"	November, 1974
"Organizational Development"	February, 1975
"Interaction Analysis"	February, 1975

3. In-College General Workshops

"Instruction as a Humanizing Science"	April, 1974
"Designing a Collective Evaluation System"	April, 1975
"Instruction as a Humanizing Science" (repeat)	May, 1975

4. Special Workshops

Nursing Department Faculty Seminar	April, 1975
Writing Self-Instructional Packages	April, 1975
Synectics, A Program in Creative Problem Solving	May, 1975

5. Professional Growth Activities

1974-75 - 51 staff participated in activities ranging from a one-day convention for registered nurses in Edmonton, to a four-day Conference on educational communication techniques in Toronto.

A Sample List of Professional Growth Activities at MacEwan College

1974-75:

1. Symposium on Reality Therapy - August, 1974
2. Consultation Skills - November, 1974
3. Seminar on Faculty Evaluation and Development - November, 1974
4. Childbirth Education Seminar - December, 1974
5. Team Building and Leadership Seminar - December, 1974
6. Rehabilitation Nursing Workshop - April, 1975
7. Third Party Conflict Management - January, 1975
8. Supervisors Workshop on T.A. in Management - January, 1975
9. Teaching English as a Second Official Language - March, 1975
10. Personal Interviewing Short Course - March, 1975
11. Transactional Analysis Workshop - May, 1975

12. Group Leadership Development - April, 1975
13. Workshop on Teaching Writing - May, 1975

1975-76:

1. Occupational Nurses' Seminar - October, 1975
2. Taxation Seminar - October, 1975
3. National Equine Educators Conference - October, 1975
4. Bishop Method of Clothing Construction Seminar - October, 1975
5. Untapped Resources for Vocational Programming - October, 1975
6. Hypnosis and Relation Therapy in the Helping Relationship - December, 1975
7. Effective Writing Workshop - January, 1976
8. Banff International Conference on Behaviour Modification - March, 1976
9. Relaxation Techniques for Practicing Counsellors - April, 1976
10. Coping with Change and Conflict - April, 1976

APPENDIX F

NEW-STAFF ORIENTATION PROGRAM
MACEWAN COLLEGE

AUGUST 1974

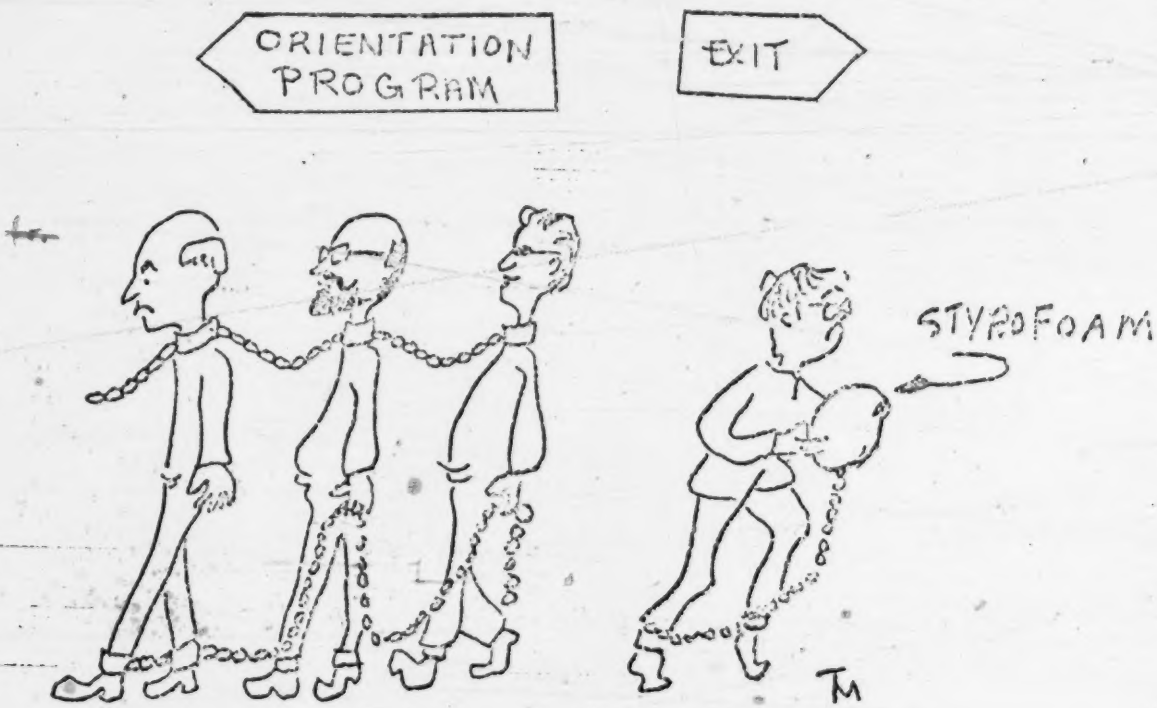
GRANT MacEWAN COMMUNITY COLLEGE

STAFF DEVELOPMENT DEPARTMENT

DETAILED PROGRAM FOR NEW ACADEMIC STAFF ORIENTATION & PRE-SERVICE PROGRAM

AUGUST 1974

Issued by P. Jaffray, Staff Development Officer
July 31, 1974



Distribution

New Academic Staff
Staff Development Committee
Orientation & Pre-Service Program File (2 copies)

GRANT MacEWAN COMMUNITY COLLEGE

STAFF DEVELOPMENT DEPARTMENT

NEW ACADEMIC STAFF ORIENTATION & PRE-SERVICE PROGRAM

DAY 1 - WEDNESDAY AUGUST 7, 1974

PLACE	TIME	ACTIVITY
Cromdale Room 117	9:00 a.m.	1. Welcome by Bob Leong, Dean of Administrative Affairs. 2. Introductions of Staff and Participants. 3. Explanation of College Organization, including an outline of the Divisions--Bob Leong.
	10:00 a.m.	Coffee & Mixer
	10:30 a.m.	History, Philosophy & Aims of G.M.C.C. including how it differs from other institutions. Hy Sheinin, Director of Continuing Education Division.
	11:00 a.m.	Panel on the Roles & Responsibilities of the Various College Constituencies. Jens Anderson (Student) Caterina LoVerso (Faculty) Edward Stack (Chairman of the Board of Governors) Clark Tingley (Administration)
Cromdale Cafeteria	12:15 p.m.	Hosted luncheon (courtesy of the Staff Development Committee)
Cromdale Room 117	1:30 p.m.	Reaction to Panel by New Staff
	2:30 p.m.	Coffee

PLACE	TIME	ACTIVITY
	2:45 p.m.	Distribution of Orientation Materials--P. Jaffray
	3:00 p.m.	Employee Benefits, Documentation, Pay Periods, etc., Bob Lilge representing Personnel.
	3:30 p.m.	Buildings and Grounds, Andi Pallas.

DAY 2 - MONDAY, AUGUST 12

Old Scona Room 313	9:00 a.m.	1. Welcome by Clark Tingley, Director of Applied Science Division & of the Old Scona Campus. 2. Introduction of participants & staff present on campus.
	9:30 a.m. 10:00 a.m. 11:00 a.m.	The Community College Student 1. View videotape of interviews with GMCC students discussing their backgrounds, age, present situation, goals, plans or expectations, etc. 2. Small group discussions of several everyday teaching type problems arising from the diversity of student backgrounds. Coffee will be available. 3. Panel of current faculty members responding to the above problems. Connie Land, Caterina LoVerso, Donna Mitchell, Gordon Nicholson & Barry Olsen.

PLACE	TIME	ACTIVITY
Strathcona Legion or your choice.	12:00 noon	Non-Hosted lunch. Patricipants are free to bing a lunch or eat at a local restaurant. There is reserved space at the Strathcona Legion, 10416 - 81 St. so all participants could eat together as a group.
Old Scona Room 313	1:15 p.m.	How GMCC is Set Up as an Institution to Handle the Diversity Aspect. Panel discussion with (a) Bill Pierce & Karl Homann of Student Study Services, (b) Ms. M. Kay Puil & Blake Ford of Student Affairs, (c) Mark McPhee, Chairman of the Student Association.
Old Scona East Lawn	5:00 - ?	Steak Barbeque with all the trimmings. This social function will give you an opportunity to meet resource persons & some members of the Staff Development Committee.

DAY 3 - TUESDAY, AUGUST 13

Assumption Room 305	9:00 a.m.	Welcome by Dr. T. Flannigan, Director of the Academic Division & of the Assumption Campus.
	9:30 a.m.	Learning Resource Centres & Audio-Visual Workshop. An orientation to the GMCC LRC's will be provided & then a hands-on workshop on AV will follow. Memo: Please bring a book or lined diagram from which you might like to project a diagram on a screen. The session will be conducted by Ross Hotson, Peter Brown, Lorraine Wilson of LRC and by Marilyn Neuman of the faculty. Coffee will be available around 10:15 a.m.

PLACE	TIME	ACTIVITY
	12:00 Noon	Hosted Luncheon
	1:00 p.m.	The College Employee 1. Panel on Individual Performance Expectations. Members will discuss their perceptions of the role of the teacher & how they see this role being optimized. Panel members are: Ian Fennel (Student) Dr. T. Flannigan (Divisional Director) President, John L. Haar Steve Kashuba (Dept. Chairman) Brent Yeats (Faculty) Judy Andrew (Student)
	2:00 p.m.	2. Discussion on Panel
	3:00 p.m.	Coffee
	3:15 p.m.	Staff Development - what is it, where does it stand at GMCC. Role of the Staff Development Officer, P. Jaffray.
	3:45 p.m.	Faculty Association - Karl Homann, Chairman of the Faculty Association.
		MEMO: Would you please read your Mager & Treasury of Teaching Technique Books and also the handouts on the GMCC Grading System before 9:00 a.m. Thursday. Also, would you please remember to bring the course description, textbook, reference books, etc. on Thursday.

DAY 4 THURSDAY, AUGUST 15

PLACE	TIME	ACTIVITY
Jasper Place Room 207	9:00 a.m.	Welcome to campus by Hy Sheinin, Director of Continuing Education
	9:30 a.m.	Curriculum & Instructional Planning Workshop (a) Organizing a trimester's work into a course. Course descriptions, textbooks & reference books will be used in this session. (b) Resources available. P.S. Jaffray will instruct this workshop. Note that follow-up "help sessions" will be offered between August 16 and 28.
	11:00 a.m.	GMCC Grading System. Peter Stewart, Chairman of Project Development Department.
Saxony Motor Hotel or your choice.	12:00 Noon	Non-hosted lunch. Table reservations for the group have been made at the Saxony Motor Hotel, 156 St. and Stony Plain Rd. Smorgasbord costs $2.50.
Jasper Place Room 207 for meeting & coffee. Rooms 110,112 & 202 will be used for sub-group activities.	1:15 p.m.	Teaching Methodologies. The group will sub-divide according to interests. Barry Olsen will conduct a session on group methods of instruction. Sessions on the lecture, simulation methods & the Don Stewart method will be offered as resources permit.
Jasper Place Room 207	3:00 p.m.	Coffee

PLACE	TIME	ACTIVITY
	3:15 p.m.	Presentation & Workshop on Writing Objectives by P. Jaffray.

DAY 5 WEDNESDAY AUGUST 28

Cromdale Room 117	9:00 a.m.	Introduction of Resource Persons & of day's activities. Formation of sub-groups. Karl Homann, Donna Mitchell, Pat Pickets & Jennie Wilting have agreed to act as facilitators for the sub-groups.
Cromdale Rooms 102, 108 125 & 139	9:30 a.m.	Discussions in small resource groups to help iron out any difficulties being encountered.
Cromdale Room 117	10:45 a.m.	Coffee
Cromdale Rooms 102, 125 & 139 will be equipped for videotaping	11:00 a.m.	Practice microteaching experiences in sub-groups. Videotaping will be available so that each new teacher can get feedback. Playback & immediate erasure stations will be set up in the LRC throughout the day and also on Thursday, Aug. 29th.
Your choice	12:00 Noon	Break for lunch as convenient.

PLACE	TIME	ACTIVITY
Cromdale Rooms 102, 125 & 139, same as for morning.	After Lunch--?	Practice microteaching experiences continued. All group members should have an opportunity to give a practice lesson while being videotaped.
Location to be announced	7:30 p.m. - Midnight	Social Evening. This will be the big social event of the Orientation Program for you & your spouse or friend. Keep your calendar clear! More details later.

Please hand or mail to Staff Development Officer, Old Scona Campus

DAILY PROGRAM EVALUATION SHEET

DATE:

WHAT DID YOU LIKE ABOUT TODAY'S SESSION?

WHAT DID YOU NOT LIKE ABOUT TODAY'S SESSION?

WHAT MODIFICATIONS AND/OR IMPROVEMENTS WOULD YOU SUGGEST TO MAKE THE SESSIONS MORE MEANINGFUL TO YOU?

Signature _____

(Optional)

If space provided is insufficient for your answers please use the obverse side of this sheet.

SD5

APPENDIX G

STAFF DEVELOPMENT ACTIVITIES
MOUNT ROYAL COLLEGE

1972-75

APPENDIX G

STAFF DEVELOPMENT ACTIVITIES
MOUNT ROYAL COLLEGE
1972-75

Examples of Staff Development Activities, Mount Royal College, 1972-75

1. New Staff Orientation Program - annual

   - Two-day to one-week program organized and operated jointly by administration and department heads.

2. Workshops and Seminars

   - Annual two-day Professional Development Conference
   1973 - "College Goals" - Lincoln Park Campus
   1974 - "Aims and Objectives of Mount Royal College - Banff
   1975 - "Strengths and Weaknesses of the Instructionsl System - Banff

3. Professional Growth Activities - sample list

   1973/74:

   (a) Air Canada New-Hire Pilot Training Ground School - August-September, 1973
   (b) Conference on Child Welfare - September, 1973
   (c) AMPEX Video Institute - October, 1973
   (d) Conference on Teaching English to Speakers of Other Languages - February, 1974
   (e) NIKON (Camera) School - March, 1974
   (f) Instructional Design Workshop - March, 1974

   1974/75:

   (a) AMPEX Training Workshop - November, 1974
   (b) Workshop on Teaching Writing - March, 1975
   (c) NACDA Facilities Workshop - March, 1975
   (d) Alberta Association for College Administrators - May, 1975
   (e) Health Care Education Workshop - June, 1975
   (f) Fifth International Institute on the Community College - June, 1975
   (g) Transactional Analysis Workshop - June, 1975

APPENDIX H

INTERVIEW SCHEDULE

APPENDIX H

INTERVIEW SCHEDULE

Introduction: Self. Thesis Topic, Staff Development.

Questions:

1. What does staff development or in-service education mean to you? What types of activities does staff development include?

2. How are you involved in staff development in this college?

3. Why are you involved? What role do you play in the initiation, development, and implementation of staff development at this college?

4. What needs do you think have been or are being met by the various staff development activities here? Can you give me some specific examples?

5. Who has been responsible for the organization, that is, initiation, development, and implementation of the various staff development activities here? Has this varied with the type or purpose of the activity? If so, how?

6. What role has the Faculty Association played in the initiation, development, and implementation of the various staff development programs? Can you give some specific examples?

7. What role has the college administration - President, Deans, Department Heads, etc., played in the initiation of staff development activities here? Do you think staff development here would cease or be greatly reduced if administration did not promote it?

8. For which of the various staff development activities you have identified was attendance of all staff required?

9. What type of staff development activities do you think are most useful or important, and why?

10. How have the various staff development activities at the college been financed?

Thank you for your assistance.